

## DOCUMENT RESUME

ED 384 826

CE 069 574

TITLE Parenting and Child Development. Course Number 7065. Curriculum Guide.

INSTITUTION North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational and Technical Education Services.

PUB DATE Aug 94

NOTE 184p.

PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC08 Plus Postage.

DESCRIPTORS \*Caregiver Child Relationship; Child Care Occupations; \*Child Development; Child Rearing; Competence; Competency Based Education; Course Content; Family Life Education; \*Learning Activities; Lesson Plans; Parent Child Relationship; \*Parenting Skills; State Curriculum Guides; Teaching Methods; Units of Study; Young Children

## ABSTRACT

This curriculum guide, developed in North Carolina, is designed to help teachers guide students in making informed choices for their interaction with children throughout life. The course teaches students about the obligations and responsibilities of being caregivers and emphasizes the impact of adults on children's lives. While preparing for experiences with children either as parents, caregivers, or observers, students learn ways to assist children in dealing with stress, adjusting to change, and using technology. The whole child is emphasized through the study of physical, emotional, social, and intellectual development from infancy through preschool. The curriculum guide includes competency matrixes, a course blueprint, a course outline, and 10 units of instruction. The units cover the following topics: parenting perspectives, parenting concerns, pregnancy and prenatal development, the miracle of birth, leadership and citizenship, health and safety, infants, toddlers, preschoolers, and child care and educational experiences. Each unit contains several lessons, each based on a competency. Each lesson plan includes an objective, a competency statement, a content outline keyed to competencies with suggested activities and resources, and suggested references. (KC)

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# Parenting & Child Development

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Home Economics Education  
Vocational and Technical Education  
North Carolina Department of Public Instruction  
Bob Etheridge, State Superintendent

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# **PARENTING AND CHILD DEVELOPMENT**

**Course Number 7065**

## **CURRICULUM GUIDE**

**Issued by  
Home Economics Education  
Vocational and Technical Education  
North Carolina Department of Public Instruction  
Raleigh, North Carolina 27601-2825  
August 1994**

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August 1994

## FOREWORD

This new curriculum guide, Parenting and Child Development, will help students make informed choices for their interaction with children throughout life.

The Parenting and Child Development curriculum teaches students about the obligations and responsibilities of being caregivers. It emphasizes the impact of adults on children's lives. While preparing for experiences with children either as parents, caregivers, or observers, students learn ways to assist children in dealing with stress, adjusting to change, and using technology. To ensure appropriate guidance and to prevent abuse of children, students interpret the meaning and responsibilities of parenthood.

The whole child is emphasized through the study of physical, emotional, social, and intellectual development from infancy through preschool. Students apply appropriate methods to stimulate and encourage the development of the child at each age. Students also learn about childhood wellness, special needs children, and educational experiences for children. Finally, students have the opportunity to explore careers in child development.

This curriculum addresses the emerging needs of our high school students in today's society. Students integrate vocational and academic skills as well as prepare for the workforce. With the renewed interest in early childhood and the increased demand for competent caregivers, students gain skills which prepare them to be better parents, citizens and workers.

We hope this guide will be helpful to you and your students.



Bob Etheridge  
State Superintendent of Public Instruction

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## ACKNOWLEDGEMENTS

The Home Economics Education Staff and Vocational and Technical Education wish to recognize the project directors for their leadership roles in the planning and development of the Parenting and Child Development Curriculum Guide.

### NC Home Economics Curriculum Project

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Appreciation is also expressed to the many individuals who shared ideas and contributed to the development of this guide. Special recognition is extended to the following individuals who served on the advisory team for the development and evaluation of the curriculum guide.

Ann Bost  
Maiden High School  
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Candace Kopp  
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Tangela Frost  
Southern Alamance High School  
Graham, NC

Dr. Susan Neely  
Millbrook Psychological Associates  
Raleigh, NC

Patsy Griffin  
Forest Hills High School  
Marshville, NC

John Niblock  
NC Child Advocacy Institute  
Raleigh, NC

Angela Hill  
Brevard High School  
Brevard, NC

Patricia Yancey  
Coalition on Adolescent Pregnancy  
Raleigh, NC

Catherine Whichard  
Washington High School  
Washington, NC

Gratitude is also expressed to Dr. Barbara Clawson. Dr. Clawson was instrumental in developing the blueprint, establishing test items, and reviewing activities.

Appreciation is due to Vicki Peel, director, The SCANS Project, for assisting with the integration of SCANS and all aspects of the industry competencies into this curriculum.

Recognition is given to Sheldon Southerland, Vocational Director, and Burlington City Schools for their sponsorship of the project. Various staff members also facilitated its completion.

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## **Introduction**

Parenting and Child Development is a semester or year-long Consumer Home Economics course offered to students in grades 9 through 12. The following description is from the Program of Studies, Revised 1992 by Vocational and Technical Education, North Carolina Department of Public Instruction.

7065 (S-1 or Y-1) Credit: 1/2 unit or 1 unit  
Grades: 9-12 Maximum Period Enrollment: 26

### **Semester 1: Parenting**

This course provides education for effective, responsible parenting. Students explore roles and responsibilities of parents in a variety of parenting situations including teenage parenting. They study the physical and emotional aspects of pregnancy and childbirth. They also gain insight into the earliest genetic and environmental influences upon the developing child. Students discover the costs and obligations of being a parent and rearing a child. They learn about the influence of family structures on a child's development and are made aware of the importance of the parent on a child's development.

Prerequisite: None

### **Semester 2: Child Development**

The course is a study of the early childhood years and the ways infants, toddlers, and preschoolers develop emotionally, socially, physically, and intellectually. Course content includes the care and guidance of children as well as ways to encourage their growth and development. Students investigate community services available to families with children and educational experiences for young children. Child development and family careers and job opportunities are explored.

Prerequisite: None

Parenting Semester 1 Recommended

The Parenting and Child Development curriculum was developed to integrate all aspects of the industry (AAI), the Secretary's Commission on Achieving Necessary Skills (SCANS), and basic skills. The matrices on pages 5-15 identify objectives and activities which support these areas.



## **WHAT ARE SCANS AND ALL ASPECTS OF THE INDUSTRY?**

SCANS stands for The Secretary's Commission on Achieving Necessary Skills and was initiated by the U.S. Department of Labor. The SCANS competencies, or Workplace Know-How, define skills students need to be effective in today's workplace.

SCANS includes a three-part foundation of skills:

Basic Skills - reading, writing, arithmetic and mathematics, speaking, and listening;

Thinking Skills - thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning; and

Personal Qualities - individual responsibility, self-esteem, sociability, self-management and integrity.

and five competencies:

Resources - allocating time, money, materials, space and staff;  
Interpersonal Skills - working on teams, teaching others, serving customers, leading, negotiating and working with people from culturally diverse backgrounds;

Information - acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information;

Systems - understanding social, organization, and technological systems, monitoring and correcting performance and designing or improving systems; and

Technology - selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

All Aspects of the Industry definitions are defined in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Section 117 of the Act calls for the an "annual assessment of the progress of programs funded under the Act in providing students with strong experiences in and understanding of all aspects of the industry the students are preparing to enter." These skills include:

Planning - any detailed scheme, program, or method worked out beforehand for the accomplishment of an objective;

Management - the act, manner, or practice of managing, handling or controlling something;

Finances - the science of management of money or other assets;

Technical and Production Skills - technical skills, pertaining to the abstract or theoretical (principle) aspects of the job;

Underlying Principles of Technology - the entire body of methods and materials used to achieve objectives;

Labor and Community Issues - workers collectively, team building, work benefits, work for wages; a social group or class having common interests, under the same government;

Health and Safety - functioning normally without disease, in an environment that is conducive to and promotes health and safety; and

Environmental Issues - protection of the natural environment, i.e., air, water, soil, resources.

## **HOW CAN SCANS AND ALL ASPECTS OF THE INDUSTRY COMPETENCIES BE INTEGRATED INTO HOME ECONOMICS CURRICULUM?**

The integration of SCANS competencies or "Workplace Know-How" and All Aspects of the Industry skills focus on **how** one teaches as opposed to **what** one teaches. The role of the teacher needs to be examined and shifted from taskmaster to facilitator. To be simply an imparter of knowledge is a role teachers cannot afford to maintain, because the future for students may prove that knowledge to be obsolete and unapplicable. Students must be taught how to learn and continue to be learners throughout their lifetimes.

A few simple changes in one's approach to the role of teaching can make a tremendous difference in bringing classrooms into the 21st century. Home economics teachers already have an advantage because the curriculum is life skills. Relevancy is built into the curriculum. To integrate SCANS competencies and All Aspects of the Industry skills into the home economics curriculum, teachers must:

### **1. Make SCANS competencies and All Aspects of the Industry skills explicit.**

Keep SCANS competencies and All Aspects of the Industry skills visible in the classroom through the use of posters or signs. Teach students what they are and why they are important. Identify competencies and skills being practiced in class. Use an All Aspects of the Industry and SCANS evaluation chart to assess a lesson, activity or unit.

**2. Teach in context.**

Make activities applicable to real-life situations. Identify the connection between what students are doing in class and how they can use it in real life. Whenever possible, assign real-life activities.

**3. Focus on problem solving versus mastery of information.**

Start lessons with a question to be answered or a problem to be solved. Engage students in deciding how to approach the question or problem. The role of the teacher then becomes one of facilitator instead of taskmaster or imparter of knowledge. Teamwork, decision making, problem solving and critical thinking become vital components in the learning process.

**4. Develop active learners.**

Students must become more responsible for their own learning. To accomplish this goal, teachers can offer more choices for students to decide how they will learn. Even though the content is prescribed in the curriculum, students can make decisions about the activities they choose to learn the content. Students must be involved in a continual process of self-assessment. Supplemental assessment tools which can be used include portfolios, rubrics, authentic task assessment, student checklists, journals and other forms of self-assessment. (Refer to Lowe, Vicki and Lou Howell, How Do We Know They Know: Alternative Assessments in Home Economics. HEEA/Home Economics Education Association, Box 603, Gainesville, VA 22065, 1994.)

**5. Use SCANS and All Aspects of the Industry competencies in combination.**

Generally, an activity which requires the use of a combination of SCANS and All Aspects of the Industry competencies will require higher order thinking skills, more decision making and problem solving and more complex organizing systems.

## SCANS AND ALL ASPECTS OF THE INDUSTRY INTEGRATION INTO HOME ECONOMICS CURRICULUM

**COURSE:** Parenting and Child Development  
7065

**EXPLANATION:** The first objective in each unit in the course has been selected to illustrate that SCANS competencies and All Aspects of the Industry skills are already integrated into home economics curriculum. An activity for each objective was selected and specific SCANS and All Aspects of the Industry competencies were identified for that activity, along with an explanation of how the student must use those skills. Ways to further integrate SCANS and All Aspects of the Industry competencies are also identified.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
Parenting Perspectives	1.00 Summarize the relationship between learning about children and becoming a caring parent.	1.01 Interpret the impact of parents on the developing child.	2. Write an essay, "Parenting in my Own Life." Describe how you were parented and how you plan to parent.	Basic Skills Thinking Information Systems	The student must use thinking and writing skills to organize, interpret and communicate the information. He/She must also describe a social system--the family.	Using the computer to process information would integrate the use of <b>technology</b> . Sharing and comparing information in teams would integrate <b>interpersonal</b> skills and extend <b>thinking</b> skills.
Parenting Concerns	3.00 Analyze parenting concerns in today's environment.	3.01 Determine ways parents can assist children in dealing with stress and family crises.	6. Create a pamphlet that provides ways to deal with stress and family crisis. Distribute to doctors' offices, shelters, and other community agencies.	Basic Skills Thinking Personal Qualities Resources Information Interpersonal Systems Technology Planning Management Tech/Prod Skills Prin. of Tech Labor/Com Issues Health/Safety	This activity is an all-inclusive project which requires the student to work with others, conduct research, make decisions and solve problems. It has direct relevance to real life and the student not only learns the content of the objective, he/she makes a contribution to the community which is an opportunity to develop the SCANS personal qualities.	The activity includes most of the SCANS and All Aspects of the Industry skills. However, they can be extended further by developing additional activities to make the objective a community service project. Enter the project in the FHA/HERO "Chapter Service Project" event.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
Pregnancy and Prenatal Development	6.00 Interpret hereditary and environmental influences on prenatal development.	6.01 Describe the inheritance of physical traits.	4. Listen to a science teacher discuss the inheritance of personal characteristics. Conduct simple experiments in inheritance of traits.	Basic Skills Thinking Personal Qualities Resources Systems Planning Management Tech/Prod Skills Environmental	The student must listen, think about, plan, and use technical/production skills to manage the experiment.	Since no mention is made of the use of the information, a computer-generated chart (technology) could be used to organize and analyze the information.
Miracle of Birth	9.00 Determine preparations for the arrival of a baby.	9.01 Discuss family and home preparations for the arrival of the baby.	6. Read articles concerning preparations for family emotional and physical well-being during and immediately after childbirth. Complete summary of article.	Basic Skills Thinking Information Health/Safety	Reading, organizing and processing information are all inherent skills in this health issue.	A team approach for sharing information by summarizing and charting ways for families to stay emotionally and physically healthy would add interpersonal skills and extend thinking and organizing information.
Leadership and Citizenship	11.00 Work with others informally to accomplish group goals.	11.01 Use information to determine group action.	1. Survey parents and grandparents for information concerning old wives tales about pregnancy and childbirth. Create a poem using a finding from the survey. Include in your poem the correct information about your finding.	Basic Skills Thinking Information Interpersonal Planning Management Tech/Prod Skills	Surveying relatives facilitates interpersonal skills and uses listening, speaking and writing. The poem requires creative thinking, planning, management and technical/production skills in the use of the information.	Allowing students to choose another way to interpret information other than a poem encourages the development of active and responsible learners. Encourage students to use computer technology to produce graphics for the poem or other ways to organize information. Publicize products to develop personal qualities of self-esteem.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
Health and Safety	13.00 Determine procedures for ensuring the health and safety of children.	13.01 Recognize practices that contribute to wellness in children.	1. Listen to a pediatrician discuss the importance of wellness in children. Complete a listening sheet.	Basic Skills Thinking Information	The activity requires listening and thinking skills. The listening sheet requires organization of the information.	Sharing the information recorded on the listening sheet in a class discussion would add interpersonal skills and extend thinking skills.
The Infant	14.00 Summarize environments which contribute to an infant's physical development.	14.01 Outline infant physical development	1. View A Child Grows: The First Year (25 min.) on infant growth. Complete the quiz which accompanies the video.	Basic Skills Thinking Information Health/Safety	This activity focuses on listening, thinking about what was seen and processing that information by taking the quiz.	Have teams (Interpersonal) use the computer to organize information about the physical growth of infants. Encourage creative thinking to identify a variety of ways to show that information--charts, graphs, graphic organizers.
The Toddler	18.00 Summarize environments which contribute to a toddler's physical development.	18.01 Outline toddler physical development	5. Make a chart illustrating physical development of infants and toddlers. Discuss the differences in characteristics of children's bodies.	Basic Skills Thinking Resources Information Planning Tech/Prod Skills	Students probably need to do some reading and writing. They need to think, compare and plan how to organize the information visually, using some technical/production skills to create the chart.	Students can extend information by developing a checklist of criteria for an infant's and toddler's body to use in assessing characteristics labeled on the chart. Working in teams gives the opportunity to develop interpersonal skills, saves classroom time and encourage higher order thinking skills.

UNIT	COMPETENCY	OBJECTIVE	ACTIVITY	SCANS/AAI	EXPLANATION	HOW TO EXTEND COMPETENCIES
The Preschooler	22.00 Summarize environments which contribute to a preschooler's physical development.	22.01 Outline preschooler physical development.	3. Examine growth charts for preschoolers. Determine the average amount of physical growth for the preschooler.	Basic Skills Thinking Information Systems Health/Safety	The students must be able to read the charts and perform basic math computations. The charts give the opportunity to examine information organized in a specific system.	Develop several problems that students must solve by correctly reading the growth charts to extend the basic skill of mathematics. Include problems which require thinking skills and drawing conclusions from what they have learned.
Child Care and Educational Experiences	26.00 Identify the characteristics of desirable provider care in individual and group settings.	26.01 Describe the types of care available for infants, toddlers, and preschoolers.	1. Describe types of care available in your community. Investigate the cost, worker ratio, and description of each center. Compile findings into a pamphlet. Distribute in doctors' offices and clinics.	Basic Skills Thinking Personal Qualities Resources Information Interpersonal Systems Technology Planning Management Finances Tech/Prod Skills Prin. of Tech Labor/Com Issues Health/Safety Environmental	This activity is an example of the integration of multiple SCANS and AAI skills. It should promote high motivation in students because they must become active, responsible learners whose product will provide a community service. The skills to produce the pamphlet require a team effort and the project is an example of a real life situation in which they can see relevancy.	The quality of the work desired will determine the extent to which the competencies are used. The activity could be expanded into a community service project to enter in the FHA/HERO "Chapter Service Project" event.



## PARENTING AND CHILD DEVELOPMENT

Basic Skills	SCANS	All Aspects of the Industry
(C) Communication (M) Math (S) Science (SS) Social Studies	(R) Resources (IP) Interpersonal Skills (IF) Information (S) Systems (T) Technology	(P) Planning (M) Management (F) Finances (S) Technical and Production Skills (T) Underlying Principles of Technology (L) Labor and Community Issues (H) Health and Safety (E) Environmental Issues

	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry									
Obj. #	Course Objectives	C	M	S	S	S	R	I	I	S	T	P	M	F	S	T	L	H	E	
001.01	Interpret the impact of parents on the developing child.					*		*											*	



Obj. #	Parenting & Child Development	Basic Skills				SCANS					All Aspects of the Industry									
		C	M	S	S	R	I	P	F	I	S	T	P	M	F	S	T	L	H	E
001.02	Summarize major theories of child development.			*	*				*											
002.01	Recognize functions of the family.				*						*							*		
002.02	Summarize structures of contemporary families.				*						*							*		
003.01	Determine ways parents can assist children in dealing with stress and family crises.				*				*		*								*	
003.02	Relate parenting and family problems to the types of assistance available.	*			*			*	*									*		
003.03	Propose ways for families to manage resources that permit adjustments to change.		*		*			*						*	*					
003.04	Indicate ways parents can help children in using media and technology for personal development and enjoyment.	*			*				*			*					*			
004.01	Recommend appropriate methods for guiding children's behavior.	*			*			*	*									*	*	
004.02	Distinguish between discipline, punishment, abuse, and neglect.				*			*										*	*	
004.03	Summarize factors associated with child abuse and neglect.				*			*	*		*							*	*	
005.01	Interpret the meaning and responsibilities of parenthood.				*				*		*			*					*	
005.02	Determine influences on the parenthood decision.				*				*		*			*	*				*	

Parenting & Child Development		Basic Skills				SC/NS				All Aspects of the Industry								
Obj. #	Course Objectives	C	M	S	S	R	I	I	S	T	P	M	F	S	T	L	H	E
005.03	Compare family planning methods according to use and effectiveness in prevention of pregnancy and disease.			*					*								*	
006.01	Describe the inheritance of physical traits.			*					*								*	
006.02	Summarize the stages of prenatal development.			*					*								*	
006.03	Identify causes, symptoms, and preventive measures for birth defects.			*					*						*		*	
006.04	Identify types, purposes, and risks of prenatal tests.			*					*								*	
006.05	Recognize the risks of teen pregnancy.				*				*	*						*	*	
007.01	List physical changes during pregnancy.			*					*								*	
007.02	Interpret hazards to a healthy pregnancy.			*					*								*	
007.03	Recommend activities and care for a healthy pregnancy.			*					*		*						*	
008.01	Identify the nutritional needs of a pregnant woman.			*					*								*	
008.02	Explain the relationship between the mother's diet and the fetus.			*					*								*	
008.03	Plan a nutritionally adequate diet for a healthy pregnancy.			*					*		*						*	
009.01	Discuss family and home preparations for the arrival of a baby.		*		*	*					*	*	*	*			*	

Obj. #	Parenting & Child Development Course Objectives	Basic Skills				SCANS				All Aspects of the Industry						
		C	M	S	S	R	I	P	F	I	S	T	P	M	F	S
009.02	Explain the labor process.			*						*						*
009.03	Compare methods of delivery.			*						*						*
010.01	List characteristics of the newborn.			*						*						*
010.02	Recommend care of the newborn in relation to needs.			*				*		*					*	*
010.03	Identify special needs of the low birth weight baby.			*			*			*					*	*
011.01	Use information to determine group action.	*			*		*	*		*			*	*	*	*
011.02	Use interpersonal communication skills to accomplish group goals.	*			*		*	*		*			*	*	*	*
011.03	Manage resources to achieve group goals.	*			*		*	*		*			*	*	*	*
012.01	Examine organizational rules.	*			*		*	*		*	*		*	*	*	*
012.02	Demonstrate handling organizational business.	*			*		*	*		*	*		*	*	*	*
013.01	Recognize practices that contribute to wellness in children.			*						*					*	*
013.02	Identify signs and symptoms of childhood illnesses.			*						*						*
013.03	Determine safety precautions for care of children.			*						*						*
013.04	Explain appropriate responses to childhood injuries and emergencies.			*						*					*	*

Parenting & Child Development		Basic Skills				SCANS					All Aspects of the Industry								
Obj. #	Course Objectives	C	M	S	S	R	I	P	I	S	T	P	M	F	S	T	L	H	E
014.01	Outline infant physical development			*					*									*	
014.02	Summarize physical care of an infant.			*					*						*			*	
015.01	Summarize infant emotional and social development.				*				*									*	
015.02	Relate infant care to emotional and social development.				*		*											*	
015.03	Recognize personality types in infants.				*		*											*	
016.01	Summarize infant intellectual development	*							*									*	
016.02	Explain language development in infancy.	*					*											*	
016.03	Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development	*			*						*	*						*	
017.01	Outline guidelines for feeding infants.			*					*									*	
017.02	Recommend appropriate food choices for infants.			*					*			*						*	
018.01	Outline toddler physical development			*					*									*	
018.02	Summarize guidelines for toilet training.			*					*									*	
018.03	Recognize environments and techniques that support toddler independence.	*			*		*		*	*		*	*					*	
019.01	Summarize toddler emotional and social development.				*				*									*	

Parenting & Child Development		Basic Skills				SCANS				All Aspects of the Industry										
Obj. #	Course Objectives	C	M	S	S	R	I	P	F	I	S	T	P	M	F	S	T	L	H	E
019.02	Relate a toddler's expression of emotions to his/her stage of development	*						*											*	
019.03	Recommend practices which contribute to development of a positive self-concept.	*			*			*								*			*	
020.01	Summarize toddler intellectual development.	*							*										*	
020.02	Explain language development in the toddler.	*						*											*	
020.03	Evaluate learning activities in relation to a toddler's intellectual growth and development.	*			*							*	*						*	
021.01	Outline guidelines for feeding toddlers.			*					*										*	
021.02	Recommend appropriate food choices for toddlers.			*					*				*						*	
022.01	Outline preschooler physical development.			*					*										*	
022.02	Recognize environments and techniques that encourage personal responsibility in preschoolers.	*			*			*	*	*	*		*	*					*	
023.01	Relate the value of play to preschooler emotional and social development.				*						*								*	
023.02	Explain how conscience, personal priorities, and gender roles are formed by preschoolers.				*						*								*	
023.03	Summarize ways parents communicate love and affection to preschoolers.	*						*								*			*	

Obj. #	Parenting & Child Development Course Objectives	Basic Skills				SCANS				All Aspects of the Industry									
		C	M	S	S	R	P	I	I	S	T	P	M	F	S	T	L	H	E
024.01	Summarize preschooler intellectual development.	*						*										*	
024.02	Explain language development in preschoolers.	*						*										*	
024.03	Evaluate learning activities in relation to stimulation of a preschooler's intellectual growth and development.	*			*					*		*						*	
025.01	Outline guidelines for feeding preschoolers.			*				*										*	
025.02	Recommend appropriate food choices for preschoolers.			*				*				*						*	
026.01	Describe the types of care available for infants, toddlers, and preschoolers.				*			*										*	
026.02	Recognize guidelines for choosing provider care for infants, toddlers, and preschoolers.				*			*										*	
027.01	Recognize the characteristics of children with special needs.				*			*										*	
027.02	Summarize environments and techniques that stimulate development in special needs children.				*			*							*			*	
028.01	Identify parenting and child development careers.				*			*									*		
028.02	Summarize the personal qualities needed for success in parenting and child development jobs and careers.				*		*										*		

**HOME ECONOMICS EDUCATION**  
**COURSE BLUEPRINT for 7065 (CIP# 20 0102): PARENTING AND CHILD DEVELOPMENT**  
 (Course Length: 1 year; Class Length: 1 period)

Course #	Unit Titles / Competency and Objective Statements (The student will be able to)	Time Hrs	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
		180		100%			
	<b>SEMESTER ONE</b>	90		50%			
	<b>A. PARENTING PERSPECTIVES</b>	13	100%	7%			
001.	<b>Summarize the relationship between learning about children and becoming a caring parent.</b>	5	38%	3%	C2	H/SS	Core
001 01	Interpret the impact of parents on the developing child.	3	23%	2%	C2	H/SS	Core
001 02	Summarize major theories of child development.	2	15%	1%	C2	SC/SS	Core
002.	<b>Summarize parenting roles and relationship in various family structures and cultures.</b>	8	62%	4%	C2	SS	Core
002 01	Recognize functions of the family.	2	16%	1%	C1	SS	Core
002 02	Summarize structures of contemporary families.	6	46%	3%	C2	SS	Core
	<b>B. PARENTING CONCERNS</b>	26	100%	13%			
003.	<b>Analyze parenting concerns in today's environment.</b>	9	35%	4%	C3	H/SS	Core
003 01	Determine ways parents can assist children in dealing with stress and family crises.	3	11%	1%	C3	H/SS	Core
003 02	Relate parenting and family problems to the types of assistance available.	2	8%	1%	C2	C/SS	Core
003 03	Propose ways for families to manage resources that permit adjustments to change.	2	8%	1%	C3	M/SS	Core
003 04	Indicate ways parents can help children in using media and technology for personal development and enjoyment.	2	8%	1%	C3	C/SS	Core
004.	<b>Analyze guidance strategies for managing parenting concerns.</b>	8	30%	5%	C3	H/SS	Core
004 01	Recommend appropriate methods for guiding children's behavior.	3	11%	2%	C3	C/H/SS	Core
004 02	Distinguish between discipline, punishment, abuse, and neglect.	2	8%	1%	C3	H/SS	Core
004 03	Summarize factors associated with child abuse and neglect.	3	11%	2%	C2	H/SS	Core



Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to.)	Time Hrs	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
005	Consider factors influencing the parenthood decision.	9	35%	4%	C3	HISC	Core
005.01	Interpret the meaning and responsibilities of parenthood.	3	11%	1%	C2	HISC	Core
005.02	Determine influences on the parenthood decision.	2	8%	1%	C3	HISC	Core
005.03	Compare family planning methods according to use and effectiveness in prevention of pregnancy and disease.	4	16%	2%	C3	HISC	Core
C.	PREGNANCY AND PRENATAL DEVELOPMENT	26	100%	16%			
006	Interpret hereditary and environmental influences on prenatal development.	13	50%	8%	C2	HISC	Core
006.01	Describe the inheritance of physical traits.	1	4%	1%	C1	HISC	Core
006.02	Summarize the stages of prenatal development.	3	11%	2%	C2	HISC	Core
006.03	Identify causes, symptoms, and preventive measures for birth defects.	3	11%	2%	C1	HISC	Core
006.04	Identify types, purposes, and risks of prenatal tests.	2	8%	1%	C1	HISC	Core
006.05	Recognize the risks of teen pregnancy.	4	16%	2%	C1	HISC	Core
007	Examine the characteristics of a healthy pregnancy.	8	30%	5%	C3	HISC	Core
007.01	List physical changes during pregnancy.	2	8%	1%	C1	HISC	Core
007.02	Interpret hazards to a healthy pregnancy.	3	11%	2%	C2	HISC	Core
007.03	Recommend activities and care for a healthy pregnancy.	3	11%	2%	C3	HISC	Core
008	Propose a nutritionally adequate diet for a healthy mother and child.	5	20%	3%	C3	HISC	Core
008.01	Identify the nutritional needs of a pregnant woman.	1	4%	1%	C1	HISC	Core
008.02	Explain the relationship between the mother's diet and the fetus.	2	8%	1%	C2	HISC	Core
008.03	Plan a nutritionally adequate diet for a healthy pregnancy.	2	8%	1%	C3	HISC	Core
D.	MIRACLE OF BIRTH	15	100%	9%			
009	Determine preparations for the arrival of a baby.	7	46%	4%	C3	MISS	Core
009.01	Discuss family and home preparations for the arrival of a baby.	2	13%	1%	C2	MISS	Core
009.02	Explain the labor process.	2	13%	1%	C2	HISC	Core
009.03	Compare methods of delivery.	3	20%	2%	C3	HISC	Core
010	Recommend practices for the care of the newborn.	8	54%	5%	C3	HISC	Core
010.01	List characteristics of the newborn.	3	20%	2%	C1	HISC	Core
010.02	Recommend the care of the newborn in relation to needs.	3	20%	2%	C3	HISC	Core
010.03	Identify special needs of the low birth weight baby.	2	14%	1%	C1	HISC	Core



Comp. # Obj. #	Unit Titles / Competency and Objective Statements (The student will be able to.)	Time Hrs.	Unit Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
E.	LEADERSHIP AND CITIZENSHIP	10	100%	5%			
011.	Work with others informally to accomplish group goals.	6	60%	3%	C3P	C	Core
011.01	Use information to determine group action.	2	20%	1%	C3P	C	Core
011.02	Use interpersonal communication skills to accomplish group goals.	2	20%	1%	C3P	C	Core
011.03	Manage resources to achieve group goals.	2	20%	1%	C3P	C	Core
012.	Use parliamentary law to accomplish group goals.	4	40%	2%	C3P	C	Core
012.01	Examine organizational rules.	2	20%	1%	C3	C	Core
012.02	Demonstrate handling organizational business.	2	20%	1%	C3P	C	Core
	SEMESTER TWO	90		50%			
F.	HEALTH AND SAFETY	10	100%	5%			
013.	Determine procedures for ensuring the health and safety of children.	10	100%	5%	C3	HISC	Core
013.01	Recognize practices that contribute to wellness in children.	3	30%	1%	C1	HISC	Core
013.02	Identify signs and symptoms of childhood illnesses.	2	20%	1%	C1	HISC	Core
013.03	Determine safety precautions for care of children.	2	20%	1%	C3	HISC	Core
013.04	Explain appropriate responses to childhood injuries and emergencies.	3	30%	2%	C2	HISC	Core
G.	THE INFANT	21	100%	12%			
014.	Summarize environments which contribute to an infant's physical development.	5	23%	3%	C2	HISC	Core
014.01	Outline infant physical development	2	9%	1%	C2	HISC	Core
014.02	Summarize physical care of an infant.	3	14%	2%	C2	HISC	Core
015.	Summarize ways to enhance an infant's emotional and social development.	5	23%	3%	C2	HISC	Core
015.01	Summarize infant emotional and social development.	2	9%	1%	C2	HISC	Core
015.02	Relate infant care to emotional and social development.	2	9%	1%	C2	HISC	Core
015.03	Recognize personality types in infants	1	5%	1%	C1	HISC	Core
016.	Propose ways to stimulate an infant's intellectual development.	7	34%	4%	C3	CIH	Core
016.01	Summarize infant intellectual development	2	9%	1%	C2	CIH	Core
016.02	Explain language development in infancy.	2	9%	1%	C2	CIH	Core
016.03	Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development.	3	16%	2%	C3	C/SS	Core

Comp. Obj.	Unit Titles / Competency and Objective Statements (The student will be able to:)	Time Hrs.	Unit Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
017.	<b>Recommend ways to provide for an infant's nutritional needs.</b>	4	20%	2%	C3	HISC	Core
017.01	Outline guidelines for feeding infants.	2	10%	1%	C2	HISC	Core
017.02	Recommend appropriate food choices for infants.	2	10%	1%	C3	HISC	Core
H.	<b>THE TODDLER</b>	23	100%	13%			
018.	<b>Summarize environments which contribute to a toddler's physical development.</b>	7	30%	4%	C2	HISC	Core
018.01	Outline toddler physical development.	2	9%	1%	C2	HISC	Core
018.02	Summarize guidelines for toilet training.	2	9%	1%	C2	H	Core
018.03	Recognize environments and techniques that support toddler independence.	3	12%	2%	C1	C/ISS	Core
019.	<b>Determine ways to enhance a toddler's emotional and social development.</b>	6	27%	3%	C3	H/ISS	Core
019.01	Summarize toddler emotional and social development.	2	9%	1%	C2	H/ISS	Core
019.02	Relate a toddler's expression of emotions to his/her stage of development.	2	9%	1%	C2	C/H	Core
019.03	Recommend practices which contribute to development of a positive self-concept.	2	9%	1%	C3	C/H/ISS	Core
020.	<b>Propose ways to stimulate a toddler's intellectual development.</b>	7	30%	4%	C3	C/H	Core
020.01	Summarize toddler intellectual development.	2	9%	1%	C2	C/H	Core
020.02	Explain language development in the toddler.	2	9%	1%	C2	C/H	Core
020.03	Evaluate learning activities in relation to a toddler's intellectual growth and development.	3	12%	2%	C3	C/ISS	Core
021.	<b>Recommend ways to provide for a toddler's nutritional needs.</b>	3	13%	2%	C3	HISC	Core
021.01	Outline guidelines for feeding toddlers.	2	9%	1%	C2	HISC	Core
021.02	Recommend appropriate food choices for toddlers.	1	4%	1%	C3	HISC	Core
I.	<b>THE PRESCHOOLER</b>	20	100%	11%			
022.	<b>Summarize environments which contribute to a preschooler's physical development.</b>	5	25%	3%	C2	HISC	Core
022.01	Outline preschooler physical development.	2	10%	1%	C2	HISC	Core
022.02	Recognize environments and techniques that encourage personal responsibility in preschoolers.	3	15%	2%	C1	C/ISS	Core

Comp # Obj #	Unit Titles / Competency and Objective Statements (The student will be able to.)	Time Hrs.	UNIT Weight	COURSE Weight	Type Behavior	Integrated Skill Area	Core Supp
1	2	3	4	5	6	7	8
023.	<b>Summarize ways to enhance a preschooler's emotional and social development.</b>	6	30%	3%	C2	HISS	Core
023.01	Relate the value of play to preschooler emotional and social development.	2	10%	1%	C2	HISS	Core
023.02	Explain how conscience, personal priorities, and gender roles are formed by preschoolers.	2	10%	1%	C2	HISS	Core
023.03	Summarize ways parents communicate love and affection to preschoolers.	2	10%	1%	C2	CIH	Core
024.	<b>Propose ways to stimulate a preschooler's intellectual development.</b>	6	30%	3%	C3	CIH	Core
024.01	Summarize preschooler intellectual development.	2	10%	1%	C2	CIH	Core
024.02	Explain language development in preschoolers.	2	10%	1%	C2	CIH	Core
024.03	Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development.	2	10%	1%	C3	CISS	Core
025.	<b>Recommend ways to provide for a preschooler's nutritional needs.</b>	3	15%	2%	C3	HISC	Core
025.01	Outline guidelines for feeding preschoolers.	1	5%	1%	C2	HISC	Core
025.02	Recommend appropriate food choices for preschoolers.	2	10%	1%	C3	HISC	Core
J.	<b>CHILD CARE AND EDUCATIONAL EXPERIENCES</b>	16	100%	9%			
026.	<b>Identify the characteristics of desirable provider care in individual and group settings.</b>	4	26%	2%	C1	SS	Core
026.01	Describe the types of care available for infants, toddlers, and preschoolers.	2	13%	1%	C1	SS	Core
026.02	Recognize guidelines for choosing provider care for infants, toddlers, and preschoolers.	2	13%	1%	C1	SS	Core
027.	<b>Explain ways to encourage the growth and development of children with special needs.</b>	6	37%	4%	C2	HISS	Core
027.01	Recognize the characteristics of children with special needs.	3	18%	2%	C1	HISS	Core
027.02	Summarize environments and techniques that stimulate development in special needs children.	3	19%	2%	C2	HISS	Core
028.	<b>Summarize occupations and careers in parenting and child development.</b>	6	37%	3%	C2	SS	Core
028.01	Identify parenting and child development careers.	3	18%	2%	C1	SS	Core
028.02	Summarize the personal qualities needed for success in parenting and child development jobs and careers.	3	19%	1%	C2	SS	Core

# **PARENTING AND CHILD DEVELOPMENT CONTENT OUTLINE**

## **Semester 1**

- I. Parenting perspectives**
  - A. Parent-child relationships**
    - 1. Impact of parents
    - 2. Child development theories
  - B. Roles and relationships**
    - 1. Family functions
    - 2. Family structures
- II. Parenting concerns**
  - A. Today's environment**
    - 1. Stress and crises
    - 2. Assistance
    - 3. Resource management
    - 4. Media and technology
  - B. Guidance concerns**
    - 1. Guidance
    - 2. Discipline
    - 3. Abuse and neglect
  - C. Parenthood decision**
    - 1. Meaning and responsibilities
    - 2. Influences
    - 3. Family planning methods
- III. Pregnancy and prenatal development**
  - A. Heredity and environment**
    - 1. Inheritance
    - 2. Prenatal development
    - 3. Birth defects
    - 4. Prenatal tests
    - 5. Teen pregnancy
  - B. Healthy pregnancy**
    - 1. Physical changes
    - 2. Hazards
    - 3. Activities and care
  - C. Diet**
    - 1. Nutritional needs
    - 2. Effects on the fetus
    - 3. Food choices

- IV. Miracle of birth
  - A. Preparations
    - 1. Family and home
    - 2. Labor process
    - 3. Methods of delivery
  - B. Newborn care
    - 1. Characteristics
    - 2. Care and needs
    - 3. Low birth weight baby
- V. Leadership and citizenship
  - A. Group goals
    - 1. Information
    - 2. Communication
    - 3. Resources
  - B. Parliamentary law
    - 1. Organizational rules
    - 2. Organizational business

## Semester 2

- VI. Health and safety of children
  - A. Health
    - 1. Wellness
    - 2. Childhood illnesses
  - B. Safety
    - 1. Precautions
    - 2. Injuries and emergencies
- VII. The infant
  - A. Physical development
    - 1. Characteristics
    - 2. Care
  - B. Emotional and social development
    - 1. Characteristics
    - 2. Care
    - 3. Personality types
  - C. Intellectual development
    - 1. Characteristics
    - 2. Language
    - 3. Learning activities
  - D. Nutritional needs
    - 1. Guidelines
    - 2. Food choices

VIII. The toddler

- A. Physical development
  - 1. Characteristics
  - 2. Toilet training
  - 3. Independence
- B. Emotional and social development
  - 1. Characteristics
  - 2. Emotions
  - 3. Self-concept
- C. Intellectual development
  - 1. Characteristics
  - 2. Language
  - 3. Learning activities
- D. Nutritional needs
  - 1. Guidelines
  - 2. Food choices

IX. The preschooler

- A. Physical development
  - 1. Characteristics
  - 2. Personal responsibility
- B. Emotional and social development
  - 1. Play
  - 2. Conscience and gender roles
  - 3. Love and affection
- C. Intellectual development
  - 1. Characteristics
  - 2. Language
  - 3. Learning activities
- D. Nutritional needs
  - 1. Guidelines
  - 2. Food choices

X. Child care and educational experiences

- A. Child care
  - 1. Types
  - 2. Choosing care
- B. Special needs children
  - 1. Characteristics
  - 2. Environments and techniques
- C. Educational experiences
  - 1. Parenting and child development careers
  - 2. Personal qualities

## USING THE CURRICULUM GUIDE

**COURSE:** Course Title from Program of Studies

**UNIT:** Unit Title from Course  
Blueprint

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**COMPETENCY:** Competency number, type behavior, competency, and time are reprinted from  
Course Blueprint.

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**OBJECTIVE:** Objective number, type behavior, objective, and time are reprinted from Course  
Blueprint.

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
The portion of the course outline printed on this page relates specifically to this objective. The outline consists of content from the Course Blueprint, test item bank, and state-adopted texts.	Levels of behavior are coded to each activity. Levels will vary.	Various of activities are included. Activities state what the student may do to achieve this objective. Teachers may select some, all, or none of the activities. FHA-HERO activities are marked with the symbol ✓.	Resources are matched to each activity. Videos, software, and other resources are suggested. The company contact information is included.  Key:  SWB - Student Workbook  TRB - Teacher's Resource Binder/Book  TRC - Teacher's Resource Center  TRG - Teacher's Resource Guide

State-adopted texts which apply to this objective are listed here.



**COMPETENCY:** C2 Summarize the relationship between learning about children and becoming a caring parent.  
1.00 (5 days)

**OBJECTIVE:** C2 Interpret the impact of parents on the developing child.  
1.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parents as Leaders	C1	1. Complete "What Do You Know About Children?" Discuss how studying children can prepare you to be a better parent.	<u>CD: RRR, TRB, 167-168</u>
Set goals and standards			
Are educated/ knowledgeable			
Have realistic expectations	C2	2. Write an essay, "Parenting in my Own Life." Describe how you were parented and how you plan to parent.	<u>CDP, SWB, 12</u>
Help child reach full potential			
Understand child's needs	C2	3. Complete "Interview: Childhood Profile." Interview family members discussing their childhood experiences and how it influenced their parenting styles.	<u>CDP, SWB, 7</u>
Impact on Children			
Cooperative			
Decisive			
Inquisitive			
Secure			
Trusting	C2	4. Discuss the early bonding experience between parents and infant. What difficulties does the child have if this bonding does not occur? How is it helpful for the father to be consciously included in this experience?	Brazelton & Cramer, <u>The Earliest Relationship: Parents, Infants and the Drama of Early Attachment</u> , Addison Wesley Publishing Co., 1990
	C2	5. Bring in one item from your childhood. Show to the class and explain the history of the item. What does it mean to you?	

Child Development and Parenting, 3-4, 7-11, 25-29, 34-36, 39-45, 51-54, 86

Child Development: Roles, Responsibilities, Resources, 8, 13-14, 161-162, 222

Parenting and Teaching Young Children, 18, 56-57, 149, 208-209, 380

The Developing Child, 16-17, 21, 29-30, 34, 38-39, 46, 48, 416-426, 437



**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

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**COMPETENCY:** C2 Summarize the relationship between learning about children and becoming a caring parent.  
1.00 (5 days)

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**OBJECTIVE:** C2 Interpret the impact of parents on the developing child.  
1.01 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parents as Leaders Set goals and standards Are educated/knowledgeable Have realistic expectations Help child reach full potential Understand child's needs Impact on Children Cooperative Decisive Inquisitive Secure Trusting	C2	6. Throughout the year, share and participate in family traditions. Explain how different ages could participate.	

Child Development and Parenting, 3-4, 7-11, 25-29, 34-36, 39-45, 51-54, 86

Child Development: Roles, Responsibilities, Resources, 8, 13-14, 161-162, 222

Parenting and Teaching Young Children, 18, 56-57, 149, 208-209, 380

The Developing Child, 16-17, 21, 29-30, 34, 38-39, 46, 48, 416-426, 437

**COMPETENCY:** C2 Summarize the relationship between learning about children and becoming a caring parent.  
1.00 (5 days)

**OBJECTIVE:** C2 Summarize major theories of child development.  
1.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Child Development Theories Principles of development Cognitive theories Binet Kohlberg Mahler Montessori Piaget Socioemotional theories Erikson Freud Gesell Behavioral theories Skinner Havighurst	C1	1. Read in the literature or view video about observing children. Take notes on how to observe children.	<u>Observation</u> (30 min.) The Developing Child Series, Magna Systems 1-800-523-5503 <u>Observing Children</u> (10:27 min.) Nasco 1-800-558-9595
	C1	2. Using Concentration, match the theorist to theory.	Match cards
	C2A	3. View video <u>Theories of Development</u> (30 min.). Define theory. What is the theoretical approach to the study of human development? Discuss the nature vs. nurture controversy.	The Developing Child Series, Magna Systems 1-800-523-5503
	C2	4. Discuss the laws of development by completing "Describing Development." Draw a situation from a hat. Identify the characteristic of development described in the situation.	<u>TDC</u> , SWB, 11-12 <u>TDC</u> , TRB, 35

Child Development and Parenting, 61-74

Child Development: Roles, Responsibilities, Resources, 176-177, 217-218, 237, 292-293, 381, 474-475

Parenting and Teaching Young Children, 19-23, 67, 149, 467-475

The Developing Child, 26-30, 361, 442

**COMPETENCY:** C2 Summarize the relationship between learning about children and becoming a caring parent.  
1.00 (5 days)

**OBJECTIVE:** C2 Summarize major theories of child development.  
1.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Child Development Theories	C2	5. Divide into five groups. Choose one developmental theorist. Create a poster presenting the theorist's developmental themes.	Poster paper Art supplies
Principles of development			
Cognitive theories			
Binet			
Kohlberg	C2	6. Observe a small group of toddlers and preschoolers. Using a chart detailing theorist's themes, for example, object permanence, fill in examples from your observation.	Chart
Mahler			
Montessori			
Piaget			
Socioemotional theories			
Erikson			
Freud	C2	7. Participate in <u>Theories of Child Development</u> (Apple, IBM) to summarize studies of theorists.	Projected Learning Programs 1-800-248-0757
Gesell			
Behavioral theories			
Skinner			
Havighurst			

Child Development and Parenting, 61-74

Child Development: Roles, Responsibilities, Resources, 176-177, 217-218, 237, 292-293, 381, 474-475

Parenting and Teaching Young Children, 19-23, 67, 149, 467-475

The Developing Child, 26-30, 361, 442

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

**COMPETENCY:** C2 Summarize parenting roles and relationships in various family structures and cultures.  
2.00 (8 days)

**OBJECTIVE:** C1 Recognize functions of the family.  
2.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Functions	C1A	1. View <u>Child in the Family</u> (30 min.). Complete listening sheet by defining different forms of the family, functions of the family, and changes within the family systems.	The Developing Child Series, Magna Systems 1-800-523-5503 Listening sheet
Child-care/ socialization	C1	2. Interview your own or any grandparent about the birth or care of his/her children to see how practices and attitudes have changed.	
Housekeeping	C1A	3. View video <u>History and Trends</u> (30 min.). Complete listening sheet noting changes in childhood past and present.	The Developing Child Series, Magna Systems 1-800-523-5503 Listening sheet
Kinship	C1 ✓	4. Take a field trip to a retirement or nursing home to talk with residents about their childhoods. Record what they wore, ate, and did as children.	
Providing	C2	5. In small groups, write a definition of the family. Combine into a class definition.	
Recreational			
Sexual-identify			
Therapeutic			
Family Life Cycle			

Child Development and Parenting, 12-14

Child Development: Roles, Responsibilities, Resources, 27-30

Parenting and Teaching Young Children, 369-375

The Developing Child, 417

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

**COMPETENCY:** C2 Summarize parenting roles and relationships in various family structures and cultures  
2.00 (8 days)

**OBJECTIVE:** C1 Recognize functions of the family.  
2.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Functions	C2	6. Choose one of the family functions. Make a collage of examples of that function. Post in class.	Art supplies
Child-care/ socialization	C2	7. Using the listed functions of the family, compare families from various cultures. How are family life cycles different?	CD: RRR, TRB, 291 PTYC, TRB, 143-144
Housekeeping	C2	8. Identify the stage of the family life cycle for your family. Discuss needs and concerns of that stage in your situation. Give examples of how your family carries out each of the family functions.	"Family Life Cycle," CD: RRR, TRB, 127-128
Kinship	C2	9. After viewing artwork or family photos from past generations, draw a mural showing childhood over time.	Art supplies
Providing	A	10. Listen to a guest speaker from another culture discuss family life and its impact on parenting.	
Recreational			
Sexual-identity			
Therapeutic			
Family Life Cycle			

Child Development and Parenting, 12-14

Child Development: Roles, Responsibilities, Resources, 27-30

Parenting and Teaching Young Children, 369-375

The Developing Child, 417

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

**COMPETENCY:** C2 Summarize parenting roles and relationships in various family structures and cultures.  
2.00 (8 days)

**OBJECTIVE:** C1 Recognize functions of the family.  
2.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Functions	C2	✓	
Child-care/ socialization		11. Research family life in another culture. Participate in "Illustrated Talk Event."	<u>1994-96 NC FHA/HERO Competitive Events Manual</u>
Housekeeping			
Kinship	C2	12. Discuss cultural influences on food choices and meal patterns in families. Conduct taste test of foods from various cultures.	
Providing			
Recreational			
Sexual-identity			
Therapeutic			
Family Life Cycle	C2	13. Select a book, television program, or movie. Identify family structure; discuss relationship between parents and children.	

Child Development and Parenting, 12-14

Child Development: Roles, Responsibilities, Resources, 27-30

Parenting and Teaching Young Children, 369-375

The Developing Child, 417

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

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**COMPETENCY:** C2 Summarize parenting roles and relationships in various family structures and cultures.  
2.00 (8 days)

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**OBJECTIVE:** C2 Summarize structures of contemporary families.  
2.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures	C2	1. Brainstorm a list of ways families have changed in the 20th century.	<u>Variations on a Theme</u> (30 min.) Meridian Education Corporation 1-800-727-5507
Adoptive family			
Blended family			
Dual-career family			
Extended			
Single-parent family			
Substitute parent	C1	2. Divide into 7 small groups to research and present structures of contemporary families.	"Types of Families," CD: RRR, TRB, 211-212
Teenage parent			
Traditional			
	C1A	3. Invite parents who have successfully or unsuccessfully been through the adoption process or someone who has given a baby up for adoption. List the factors to consider in the adoption process. Complete listening sheet. Videotape to use in other parenting classes.	Listening sheet
	C1	4. Listen to a panel discussion of parents and teens in blended families. List problems and concerns identified by members of blended families.	<u>Blended Families: Yours, Mine, and Ours</u> (30 min.) Meridian Education Corporation 1-800-727-5507

Child Development and Parenting, 14-20, 87-91

Child Development: Roles, Responsibilities, Resources, 30-43

Parenting and Teaching Young Children, 46-52, 369

The Developing Child, 49-50, 69, 445-450

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

---

**COMPETENCY:** C2 Summarize parenting roles and relationships in various family structures and cultures.  
2.00  
(8 days)

---

**OBJECTIVE:** C2 Summarize structures of contemporary families.  
2.02  
(2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures	C1	5. Brainstorm to identify all the people who serve as substitute parents in children's lives.	
Adoptive family			
Blended family			
Dual-career family			
Extended	C2	6. Read articles from the media which center on family structures in the 20th century. Write a summary.	Newspapers Periodicals
Single-parent family			
Substitute parent			
Teenage parent			
Traditional	C2	7. View segments from television or movies of famous parents. Identify family structures. Are these roles and relationships portrayed realistically?	Television or movie segments
	C2	8. Write to adoption agencies for information. Compare costs, requirements, and regulations.	
	C2A	9. Listen to a guest speaker from social services or a foster parent discuss foster parenting. Write a reaction to the presentation.	

Child Development and Parenting, 14-20, 87-91

Child Development: Roles, Responsibilities, Resources, 30-43

Parenting and Teaching Young Children, 46-52, 369

The Developing Child, 49-50, 69, 445-450



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**COMPETENCY: C2** Summarize parenting roles and relationships in various family structures and cultures.  
2.00 (8 days)

---

**OBJECTIVE: C2** Summarize structures of contemporary families.  
2.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures Adoptive family Blended family Dual-career family Extended Single-parent family Substitute parent Teenage parent Traditional	C2A	10. Listen to a representative from the NC Coalition on Adolescent Pregnancy discuss the problems of teenage parenting. Discuss concerns in teenage parent families.	NC Coalition on Adolescent Pregnancy 1-800-624-3228
	C2A	11. View video on teenage parenting. Write a reaction to the video describing how being a teenage parent would change your life.	<u>Teen Mom: A New Beginning</u> (43 min.) EMC Publishing 1-800-328-1452
	C3 ✓	12. Participate in "Interpersonal Communications Event."	<u>1994-96 NC FHA/HERO Competitive Events Manual</u>
	C3	13. In cooperative learning groups, analyze case studies and determine reasons for having single-parent families. Discuss special needs and concerns of single-parent families. Share findings with class.	"Interviewing a Single Parent," <u>CD: RRR, TRB, 169</u>

Child Development and Parenting, 14-20, 87-91

Child Development: Roles, Responsibilities, Resources, 30-43

Parenting and Teaching Young Children, 46-52, 369

The Developing Child, 49-50, 69, 445-450

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Perspectives

---

**COMPETENCY:** C2 Summarize parenting roles and relationships in various family structures  
2.00 and cultures.  
(8 days)

---

**OBJECTIVE:** C2 Summarize structures of contemporary families.  
2.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Structures Adoptive family Blended family Dual-career family Extended Single-parent family Substitute parent Teenage parent Traditional	C3	14. Divide into five groups: the teen mother, the teen father, the baby, the teens' parents, and society. Brainstorm the ways each is affected financially, emotionally, physically, mentally, and socially by teenage pregnancy/parenting situations. Report to class by completing a chart on the board with findings. Explain how teenage parenting affects society.	<u>Decisions, Teens, Sex, and Pregnancy</u> (26 min.) J. Weston Walsh 1-800-341-6094

Child Development and Parenting, 14-20, 87-91

Child Development: Roles, Responsibilities, Resources, 30-43

Parenting and Teaching Young Children, 46-52, 369

The Developing Child, 49-50, 69, 445-450

**COMPETENCY: C3** Analyze parenting concerns in today's environment.  
3.00 (3 days)

**OBJECTIVE: C3** Determine ways parents can assist children in dealing with stress and family crises.  
3.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Stresses and Crises Death Disability Divorce Illness Loss of income/job Moving	C1A	1. View <u>No Fault Kids</u> (23 min.) on problems facing children of divorced parents. Complete a viewing sheet. Suggest how parents should handle divorce with children. Identify possible effects of divorce on children at different ages.	Cambridge Educational 1-800-468-4227
Dealing with Stress Continuity Feelings Flexibility Honesty Independence Involvement Support	C1	2. Complete "Coded Messages." Discuss in class.	TDC, SWB, 164
	C2	3. Brainstorm situations which could cause stress in a family. Discuss the affect stress has on children.	
	C2	4. Discuss poverty, drug and substance abuse and mental illness as factors creating or reflecting stress on parents. How can caregivers assist children in dealing with stress and family crises?	Mental Health Center
	C3	5. Role play crisis situations in class. Offer appropriate methods to handle the situation.	CDP, SWB, 98-100 PTYC, TRC, 150

Child Development and Parenting, 387-408

Child Development: Roles, Responsibilities, Resources, 291-292, 444-455

Parenting and Teaching Young Children, 380-390

The Developing Child, 453-460, 464-470

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

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**COMPETENCY:** C3 Analyze parenting concerns in today's environment.  
3.00 (9 days)

---

**OBJECTIVE:** C3 Determine ways parents can assist children in dealing with stress and family crises.  
3.01 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Stesses and Crises Death Disability Divorce Illness Loss of income/job Moving	C3	6. Divide into small groups. Solve a case study from "Giving Advice." Share scolution with class and discuss.	<u>TDC</u> , SWB, 165-166
Dealing with Stress Continuity Feelings Flexibility Honesty Independence Involvement Support	C3 ✓	7. Create a pamphlet that provides ways to assist children in dealing with stress and family crisis. Distribute to doctors' offices, shelters, and other community agencies.	<u>CD</u> : <u>RRR</u> , TRB, 280, 409

Child Development and Parenting, 387-408

Child Development: Roles, Responsibilities, Resources, 291-292, 444-455

Parenting and Teaching Young Children, 380-390

The Developing Child, 453-460, 464-470

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

**COMPETENCY:** C3 Analyze parenting concerns in today's environment.  
3.00 (9 days)

**OBJECTIVE:** C2 Relate parenting and family problems to the types of assistance available.  
3.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Assistance Agencies Aid to Families with Dependent Children American Red Cross Employment Security Commission Health department March of Dimes Narcotics Anonymous Parents Anonymous Social services	C1	1. Survey parents in your community to identify problems they face and needs for assistance. Identify barriers to getting services that do exist.	
	C2	2. Use newspapers to identify current crises in families and with children. Identify the assistance available.	Children's Defense Fund 122 C. St., N.W. Washington, DC 20001 Newspapers
Professionals Pediatrician Physical therapist Psychologist Social worker	C2	3. Use social services, health department, mental health center and family services agencies as resources to summarize frequency and type of parenting problems in your community. What kinds of assistance are needed by parents? What kinds are available?	"Helping Children in Crisis," PTYC, TRC, 149
	C2	4. Make a directory showing which services are "rights" available to all parents and which are targeted to certain parents under what conditions.	Computer

Child Development and Parenting, 413-418

Child Development: Roles, Responsibilities, Resources, 454-455

Parenting and Teaching Young Children, 390

**UNIT: Parenting Concerns**

<b>OBJECTIVE:</b> 3.02	<b>C2 Relate parenting and family problems to the types of assistance available.</b> (2 days)
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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Assistance Agencies	C2	5. Complete a "Help Hotline" of agencies which assist families. Distribute to school classrooms for posting.	<u>CD: RRR, TRB, 277-278</u>
Aid to Families with Dependent Children American Red Cross Employment Security Commission Health department March of Dimes Narcotics Anonymous Parents Anonymous Social services	C3 ✓	6. Read case studies about parenting and family problems. Use the FHA/HERO planning process to interpret the problem and identify the assistance available.	<u>Learn*Live*Lead</u> <u>NC FHA/HERO Handbook</u> Case studies
Professionals Pediatrician Physical therapist Psychologist Social worker	C3	7. Choose a card from a deck of family problem cards. Role play how a parent can seek assistance.	Family problem cards
	C3 ✓	8. Create a pamphlet identifying community agencies, medical sources, and self-help groups in your community. Distribute to social service agencies, hospitals, doctors' offices, churches, and community centers.	"Using Community Resources," <u>CD: RRR, TRB, 203-204</u>

**Parenting and Teaching Young Children. 390**

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**COMPETENCY: C3** Analyze parenting concerns in today's environment.  
3.00 (9 days)

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**OBJECTIVE: 3.03** C3 Propose ways for families to manage resources that permit adjustments to change.  
(2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Ways to Manage	C1	1. Interview parents of preschoolers about the adjustment of the family resources and routines to meet children's needs.	
Divide work			
Flextime			
Jobsharing			
Set priorities			
Make tradeoffs	C1	2. Brainstorm resource management techniques that permit adjustment of family routines.	Work and Family Clearinghouse 1-800-827-5335
Budget resources			
Make a to-do list			
Follow routines			
Discuss adjustments	C1A	3. View <u>Working Parents: Balancing Kids and Careers</u> (25 min.). Identify ways that families have to adjust resources to meet the demands of parenting and careers.	The Learning Seed 1-800-634-4941
	C2	4. Invite a family counselor or relocation specialist to discuss ways they assist families in managing resources. Write a summary of management techniques discussed.	
	C3	5. Write a case study about a family experiencing a change. Exchange and write ways for that family to use its resources to adjust to the changes.	

Child Development and Parenting, 15, 18-19, 196, 373

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

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**COMPETENCY:** C3 Analyze parenting concerns in today's environment.  
3.00 (9 days)

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**OBJECTIVE:** C3 Indicate ways parents can help children in using media and technology for  
3.04 personal development and enjoyment.  
(2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Media Purpcses Education Entertainment Personal development Parent's Responsibilities	C1	1. Review research on effects of television on children. Conduct survey of parent involvement in media/technology use among your classmates.	
Schedule media Share media Supervise media	C2	2. Discuss importance of guiding a child's selection of media and technology including possible benefits and harms.	
	C2	3. Use "The Influence of Television" to interview a preschooler. Share interviews with class and discuss the influence of television on children's behavior.	PTYC, TRC, 117
	C3	4. Review children's media and write an article for the local newspapaer.	
	C3	5. Keep a diary of your television viewing habits recording programs and amounts of time watched for one week. Analyze viewing habits in relation to personal development and enjoyment. Identify areas needing improvement.	

Child Development and Parenting, 332

Child Development: Roles, Responsibilities, Resources, 232-233

Parenting and Teaching Young Children, 277,280, 310-311

The Developing Child, 380-381



**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

**COMPETENCY:** C3 Analyze parenting concerns in today's environment.  
3.00 (9 days)

**OBJECTIVE:** C3 Indicate ways parents can help children in using media and technology for  
3.04 personal development and enjoyment.  
(2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Media Purposes Education Entertainment Personal development Parent's Responsibilities	C3	6. Complete "Effects of Television on Children" to analyze a child's television program. Use your findings to create a children's television program.	CD: RRR, TRB, 101-102
Schedule media Share media Supervise media	C3	7. Brainstorm ways to make television an active learning experience for children.	
	C3 ✓	8. Develop a brochure for parents with guidelines for selecting media and technology for children. Distribute through elementary schools.	CD: RRR, TRB, 237, 243
	C3	9. Review library books, videos, and computer programs for children. Assemble reviews into a newsletter to distribute.	
	C3	10. Participate in an afterschool computer program for children. Assist the children in using the media. Assess ways in which programs contribute to the development of children.	

Child Development and Parenting, 332

Child Development: Roles, Responsibilities, Resources, 232-233

Parenting and Teaching Young Children, 277,280, 310-311

The Developing Child, 380-381

**COMPETENCY: C3** Analyze guidance strategies for managing parenting concerns.  
4.00 (8 days)

**OBJECTIVE: C3** Recommend appropriate methods for guiding children's behavior.  
4.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Guidance Direct Indirect	C1A	1. View <u>Basic Parenting Skills</u> (50 min.). Note techniques for guiding and reinforcing desirable behavior.	Cambridge Educational 1-800-468-4227
Guidance Methods Good behavior Example Expectations Positive reinforcement Choices	C1A	2. Listen to faculty guest speakers discuss differences and similarities in guiding own child and students. Summarize "Keys to Effective Discipline."	TDC, TRB, transparency 48
Limits Clear Reasonable Enforced	C1A	3. Listen to a panel discussion by parents who use appropriate methods of guidance and self-discipline. List appropriate guidance techniques.	"How to Communicate with a Child," CD: RRR, TRB, 363
Misbehavior Natural consequences Ignoring misbehavior Removal of privileges Time out	C2	4. Discuss own experience as recipient and observer of guidance. How did the guidance techniques used make you feel?	
	C3	5. Use the case studies in "Giving Guidance" to recommend appropriate guidance methods.	TDC, SWB, 155-156

Child Development and Parenting, 44, 272-276, 337-340

Child Development: Roles, Responsibilities, Resources, 233-236

Parenting and Teaching Young Children, 204-218, 291, 310

The Developing Child, 288, 424-436, 509-511

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

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**COMPETENCY:** C3 Analyze guidance strategies for managing parenting concerns.  
4.00 (8 days)

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**OBJECTIVE:** C3 Recommend appropriate methods for guiding children's behavior.  
4.01 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Guidance Direct Indirect Guidance Methods Good behavior Example Expectations Positive reinforcement Choices Limits Clear Reasonable Enforced Misbehavior Natural consequences Ignoring misbehavior Removal of privileges Time out	C3	6. Compare methods for guiding children's behavior. Write summary of findings.	<u>TDC</u> , TRB, 176-178

Child Development and Parenting, 44, 272-276, 337-340

Child Development: Roles, Responsibilities, Resources, 233-236

Parenting and Teaching Young Children, 204-218, 291, 310

The Developing Child, 288, 424-436, 509-511

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

---

**COMPETENCY:** C3 Analyze guidance strategies for managing parenting concerns.  
4.00 (8 days)

---

**OBJECTIVE:** C3 Distinguish between discipline, punishment, abuse, and neglect.  
4.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Discipline	C1	1. Define discipline, punishment, abuse, and neglect. Review NC laws on each. Describe the impact of each on children and on the parents who perpetrate it.	
Age appropriate			
Reasonable			
Ignoring misbehavior			
Natural consequences			
Removal of privileges	C2	2. Describe legal responsibilities and the process of reporting suspected cases of abuse and neglect.	
Time-out			
Self-discipline			
Punishment			
Corporal	C2	3. Invite member of Family Services to define abuse and neglect, ways to determine if abuse occurs, how to report abuse and neglect, and agencies that offer treatment for victims of child abuse and abusers. Write a summary of the presentation.	
Ineffective			
Bribe			
Shame			
Threats			
Negative reinforcement			
Abuse			
Deliberate			
Serious	C3	4. Use current event issues to analyze and discuss discipline vs. punishment vs. abuse. Describe local programs for parents to prevent child abuse.	Newspapers Magazines
Types			
Physical			
Emotional			
Sexual			
Neglect			
Lack of physical care			
Lack of emotional support			
Lack of supervision			

Child Development and Parenting, 29-31, 34, 36-39, 109, 276-277, 334-336, 380, 393, 416

Child Development: Roles, Responsibilities, Resources, 437-438

Parenting and Teaching Young Children, 204, 218-220, 388-389

The Developing Child, 288, 424-425, 431-435, 461

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

**COMPETENCY:** C3 Analyze guidance strategies for managing parenting concerns.  
4.00 (8 days)

**OBJECTIVE:** C3 Distinguish between discipline, punishment, abuse, and neglect.  
4.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Discipline	C3	5. Using case studies, distinguish between discipline, punishment, abuse, and neglect. Decide if the action taken was appropriate; and if not, recommend appropriate action. Differentiate between legal definitions and parenting practices.	Case studies
Age appropriate			
Reasonable			
Ignoring misbehavior			
Natural			
consequences			
Removal of			
privileges			
Time-out	C3A	6. View <u>Positive Discipline=</u>	Creative Educational
Self-discipline		<u>Positive Children</u> (25 min.). Relate	Video
Punishment		guidance techniques to their	1-800-922-9965
Corporal		impact on a child's self-esteem.	
Ineffective			
Bribes			
Shame			
Threats			
Negative			
reinforcement			
Abuse			
Deliberate			
Serious			
Types			
Physical			
Emotional			
Sexual			
Neglect			
Lack of physical care			
Lack of emotional			
support			
Lack of supervision			

Child Development and Parenting, 29-31, 34, 36-39, 109, 276-277, 334-336, 380, 393, 416

Child Development: Roles, Responsibilities, Resources, 437-438

Parenting and Teaching Young Children, 204, 218-220, 388-389

The Developing Child, 288, 424-425, 431-435, 461

**COMPETENCY: C3** Analyze guidance strategies for managing parenting concerns.  
4.00 (8 days)

**OBJECTIVE: C2** Summarize factors associated with child abuse and neglect.  
4.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Abuse Patterns of behavior Types Physical Emotional Sexual Neglect Causes Cycle of abuse Addictions Personal problems Lack of child development knowledge	C1A	1. View a video on child abuse. Complete a viewing sheet.	<u>Child Abuse: Chain of Pain</u> (14 min.) Meridian Education Corporation 1-800-727-5507 <u>Child Abuse: Physical</u> (15 min.) Franklin Clay Films P.O. Box YZ-2303 Costa Mesa, CA 92628-2303 Viewing sheet
Prevention Education Reporting suspected abuse and neglect	C1A	2. Listen to a guest speaker from Child Protective Services discuss the types of child abuse, the impact of child abuse and neglect, and the steps to report child abuse and neglect. Complete "Preventing Child Abuse."	<u>CD: RRR, TRB, 162</u>
	C2	3. Develop a checklist of factors associated with child abuse and neglect.	
	C2	4. Discuss reasons for child abuse and neglect, possible prevention, and treatment programs.	

Child Development and Parenting, 29-31, 34, 38-39, 109, 380, 393, 416  
Child Development: Roles, Responsibilities, Resources, 438-443  
Parenting and Teaching Young Children, 218-220, 388-389  
The Developing Child, 461-463

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**COMPETENCY: C3** Analyze guidance strategies for managing parenting concerns.  
1.00 (8 days)

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**OBJECTIVE: C2** Summarize factors associated with child abuse.  
4.03 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Abuse	C2	5. Discuss social conditions that promote child abuse and neglect and how parents can overcome or counteract them.	
Patterns of behavior			
Types			
Physical			
Emotional			
Sexual	C2	6. Develop a list outlining how to recognize an abused and neglected child.	
Neglect			
Causes			
Cycle of abuse			
Addictions	C3	7. Write a letter from an abused and neglected child describing the impact of child abuse on his/her life.	
Personal problems			
Lack of child development knowledge			

Child Development and Parenting, 29-31, 34, 38-39, 109, 380, 393, 416

Child Development: Roles, Responsibilities, Resources, 438-443

Parenting and Teaching Young Children, 218-220, 388-389

The Developing Child, 461-463

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

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**COMPETENCY:** C3 Consider factors influencing the parenthood decision.  
5.00 (9 days)

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**OBJECTIVE:** C2 Interpret the meaning and responsibilities of parenthood.  
5.01 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Meaning of Parenthood	C1	1. Finish the statement, " To be a good parent I would . . ."	
Leadership			
Responsibilities			
Meet needs	C1	2. In small groups, complete "Dividing Tasks." Discuss responses in class.	TDC, SWB, 19-21
Nurture			
Provide education			
	C2A	3. After viewing <u>Parenthood: Choices and Challenges</u> (30 min.), construct a collage depicting the meaning and responsibilities of parenthood.	Whitley Health Education Film Center 1-800-862-0637
	C2	4. Hold parent court with judge, jury and applicants who do or do not want to be parents. Complete "Decision-Making: Parenting Tests."	<u>The Parent's License</u> (15 min.) Pyramid Film and Video 1-800-421-2304 <u>CJP</u> , SWB, 21-22
	C3	5. Write a want ad for a good parent.	"Exploring Parenting Qualifications," <u>CD: RRR</u> , TRB, 41
	C3	6. List all activities for 24 hour period and the exact time taken. Create a day with a baby and mark daily activity list according to how a baby would affect their day.	

Child Development and Parenting, 25-26, 27-28, 35-36, 43-47, 84-86

Child Development: Roles, Responsibilities, Resources, 22-23

Parenting and Teaching Young Children, 33-35, 52

The Developing Child, 34-45, 415-423



**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

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**COMPETENCY:** C3 Consider factors influencing the parenthood decision.  
5.00 (9 days)

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**OBJECTIVE:** C2 Interpret the meaning and responsibilities of parenthood.  
5.01 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Meaning of Parenthood Leadership Responsibilities Meet needs Nurture Provide education	C3	7. Participate in a parenting simulation: for example, flour babies, egg babies, etc. Write daily entries and summary of what the simulation taught you about responsibilities of parenting you had not considered.	<u>The Baby Game</u> IBM Projected Learning Programs 1-800-248-0757

Child Development and Parenting, 25-26, 27-28, 35-36, 43-47, 84-86

Child Development: Roles, Responsibilities, Resources, 22-23

Parenting and Teaching Young Children, 33-35, 52

The Developing Child, 34-45, 415-423

**COURSE:** Parenting and Child Development

**UNIT:** Parenting Concerns

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**COMPETENCY:** C3 Consider factors influencing the parenthood decision.  
5.00 (9 days)

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**OBJECTIVE:** C3 Determine the influences on the parenthood decision.  
5.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Influences	C3	1. Divide into small groups. Choose one of the influences. Using classroom resources. research your topic and how it influences parenting. Compile results into a chart using the computer. Analyze and discuss the chart.	Computer
Age			
Attitudes			
Financial issues			
Health considerations			
Personal desires			
Social pressures			
Technological advances	C3	2. After reading case studies, identify reasons to become or not to become parents.	PTYC, TRC, 17 TDC, SWB, 17-18 Case studies
	C3	3. Research the causes of infertility and alternatives to natural parenting. Debate the issues surrounding these alternatives.	
	C3	4. Interview two individuals with children and two individuals without children. Determine the reasons they choose whether or not to parent.	TDC, TRB, transparency 5
	C3	5. Write a letter of application to the Stork Company to become a parent. Include what qualities you possess and what duties you will perform as a parent.	Look Who's Balking: The Baby Who Wouldn't Come Out (15 min.) Pyramid Film and Video 1-800-421-2304

Child Development and Parenting, 79-84, 87, 107-108

Child Development: Roles, Responsibilities, Resources, 14-22

Parenting and Teaching Young Children, 28-33, 36, 40-46

The Developing Child, 46-48, 51-52, 68-69

**COMPETENCY:** C3 Consider factors influencing the parenthood decision.  
5.00 (9 days)

**OBJECTIVE:** C3 Compare family planning methods according to use and effectiveness in  
5.03 prevention of pregnancy and disease.  
(4 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Family Planning Methods	A	1. View video on importance of choosing sexual abstinence.	<u>Who Do You Listen To? Choosing Sexual Abstinence</u> Pyramid Film and Video 1-800-421-2304
Abstinence			
Condom			
Depo-Provera			
Diaphragm			
Intrauterine device			
Nonoxynol-9	C2	2. Summarize symptoms, treatments, and effects of sexually transmitted diseases. View a video or use computer software to relate the prevention of diseases to the prevention of pregnancy.	Whitley Health Education Film Center 1-800-862-0637
Norplant			
Pill			
Rhythm			
Spermicides			
Tubaligation			
Vasectomy			
Withdrawal			
	C3	3. Listen to a health professional discuss the effectiveness and costs of preventing pregnancy and diseases and the importance of abstinence prior to marriage. Rank preventive measures in order of effectiveness. Chart advantages and disadvantages of each.	Health Department  Childbirth Graphics <u>A Guide to Contraceptives</u> PO Box 21207 Waco TX 76702-9964
	C3	4. Compare the risks of different preventive measures by representing the probability of effectiveness with beans in two different colors.	(1991-92, Winter). Brown beans/white beans. <u>PPT Express</u> , p. 5.

Child Development: Roles, Responsibilities, Resources, 55

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C1 Describe the inheritance of physical traits.  
6.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Hereditry Chromosomes Genes Dominant Recessive Sex-linked	C1A	1. View <u>Conception and Heredity</u> (30 min.). Complete a viewing sheet.	The Developing Child Series, Magna Systems, Inc. 1-800-523-5503 Viewing Sheet
Physical traits Multiple births Fraternal twins Identical twins	C1	2. Choose from list of traits or characteristics. Circle those which are inherited.	<u>TDC</u> , TRB, transparency 12
Sex determination	C1	3. Complete a crossword puzzle on the inheritance of physical traits.	
	C2A	4. Listen to a science teacher discuss the inheritance of personal characteristics. Conduct simple experiments in inheritance of traits.	Plants Paper cups Potting soil
	C2	5. Explain the contribution of chromosomes from the mother and the father.	"Sex Determination," <u>TDC</u> , TRB, 49
	C2	6. Discuss the ways multiple births are formed during conception and cell division.	

Child Development and Parenting, 103-104

Child Development: Roles, Responsibilities, Resources, 78-82

Parenting and Teaching Young Children, 56-59

The Developing Child, 64-67

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal  
Development

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**COMPETENCY:** C2 Interpret heredity and environmental influences on prenatal development.  
6.00 (13 days)

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**OBJECTIVE:** C1 Describe the inheritance of physical traits.  
6.01 (1 day)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Heredity	C2	7. Discuss recent stories in the news concerning the ethical and medical reasons for and against separating Siamese twins.	
Chromosomes			
Genes			
Dominant			
Recessive			
Sex-linked	C2A	8. View <u>The Perfect Baby</u> (50 min.). Write your reaction to the scientific advances regarding genetics.	Home Economics School Service 1-800-421-4246
Physical traits			
Multiple traits			
Fraternal twins			
Identical twins			
Sex determination			

Child Development and Parenting, 103-104

Child Development: Roles, Responsibilities, Resources, 78-82

Parenting and Teaching Young Children, 56-59

The Developing Child, 64-67

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C2 Summarize the stages of prenatal development.  
6.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stages of Prenatal Development	C1	1. Outline prenatal development using a chart.	<u>How a Baby Grows Time Line Exhibit</u> March of Dimes 1-800-367-6630
Ovum			
Conception			
Implantation			
Embryo	C1A	2. View <u>The Miracle of Life</u> (60 min.) . Complete viewing sheet.	Home Economics School Service 1-800-421-4246 Viewing sheet
Heartbeat			
Major organs			
Fetus			
Hair			
Movement	C1	3. Identify parts of a cloth uterus model.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
Weight gain			
Trimesters			
	C2	4. Complete "Student Learning Activity #1." Discuss transparency "When Do Birth Defects Occur?"	<u>Smart Planning . . . Healthier Babies,</u> 10, 13
	C2	5. View transparencies "Prenatal Development Month by Month." Discuss stages of development.	<u>TDC, TRB,</u> transparencies 7 & 9
	C2	6. Learn about the stages of prenatal development by participating in <u>Prenatal Development and Childbirth</u> (IBM).	Projected Learning Programs 1-800-248-0757

Child Development and Parenting, 97-103

Child Development: Roles, Responsibilities, Resources, 73-77

Parenting and Teaching Young Children, 66-70

The Developing Child, 58-63

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

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**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

---

**OBJECTIVE:** C2 Summarize the stages of prenatal development.  
6.02 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stages of Prenatal Development	C2	7. Using <u>Human Reproduction and Development: A Multimedia Teaching Program</u> , arrange embryo and fetus models in chronological order.	Nasco 1-800-558-9595
Ovum			
Conception			
Implantation			
Embryo			
Heartbeat	C2	8. Complete activity sheet on stages of prenatal development.	<u>PTYC</u> , TRC, 26
Major organs			<u>TDC</u> , SWB, 31
Fetus			
Hair			
Movement			
Weight gain			
Trimesters			

Child Development and Parenting, 87-103

Child Development: Roles, Responsibilities, Resources, 73-77

Parenting and Teaching Young Children, 66-70

The Developing Child, 58-63

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C1 Identify the causes, symptoms, and preventive measures for birth defects.  
6.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Birth Defects	C1 ✓	1. Research one birth defect. Identify the cause, symptoms and preventive measures for birth defects. Report to class in a prepared speech.	March of Dimes Public Health Education Information Sheets 1-800-367-6630
Causes			
Environmental			
Hereditary			
Types and Symptoms			
Cystic fibrosis			
Down's syndrome	C1	2. Complete "Understanding Birth Defects." Discuss findings in class.	<u>TDC</u> , SWB, 32
Fetal alcohol syndrome			
Sickle-cell anemia			
Tay-Sachs disease	C1A	3. Listen to a health educator discuss the effects of sexually transmitted diseases on developing baby. Review ways to prevent sexually-transmitted diseases.	
Prevention			
Genetic counseling			
Prenatal care			
	C1	4. Divide into small groups. Use "Learning about Genetic Problems" to conduct a scavenger hunt. Identify causes, symptoms, and preventive measures for birth defects.	<u>PTYC</u> , TRC, 19
	C2	5. Complete "Self-Quiz" in "Student Learning Activity #2." Discuss preconceptual health and how it contributes to the prevention of birth defects.	<u>Smart Planning . . .</u> <u>Healthier Babies</u> , 16

Child Development and Parenting, 104-107

Child Development: Roles, Responsibilities, Resources, 81-84

Parenting and Teaching Young Children, 59-60

The Developing Child, 71-79



**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C1 Identify the causes, symptoms, and preventive measures for birth defects.  
6.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Birth Defects	C2	6. Design a brochure that shows causes, symptoms, and prevention for birth defects.	Computer
Causes			
Environmental			
Hereditary			
Types and Symptoms	C3 ✓	7. Contact local March of Dimes Chapter to participate in WalkAmerica campaign to raise funds for prevention of birth defects. Develop brochures to notify chapter members.	Local March of Dimes Chapter
Cystic fibrosis			
Down's syndrome			
Fetal alcohol syndrome			
Sickle-cell anemia			
Tay-Sachs disease			
Prevention			
Genetic counseling			
Prenatal care			

Child Development and Parenting, 104-107

Child Development: Roles, Responsibilities, Resources, 81-84

Parenting and Teaching Young Children, 59-60

The Developing Child, 71-79

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C1 Identify types, purposes, and risks of prenatal tests.  
6.04 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parental Factors Age Health Prenatal Tests Purposes Types Alpha-fetoprotein screening Amniocentesis Chorionic villus sampling Fetoscopy Ultrasound Risks	C1	1. Divide into four small groups. Two groups prepare a chart on parental factors for healthy babies. Two groups prepare a chart on the types, risks, and purposes of prenatal tests. Share with class and discuss findings.	Poster board, Markers
	C1	2. Draw a card describing potential prenatal problem. Using texts, recommend appropriate prenatal tests.	Eisenberg, A., Hathaway, S., & Murkoff, H. (1991). <u>What to Expect When You're Expecting</u> (2nd ed.). New York: Workman Publishing, 42-51.
	C1	3. Participate in Concentration by matching prenatal test to appropriate description.	Prenatal test description cards
	C2	4. Borrow or acquire from hospital or OB/GYN an anonymous ultrasound film. Show on overhead. Discuss how ultrasound is performed and what is learned from this test.	Ultrasound

Child Development and Parenting, 106

Child Development: Roles, Responsibilities, Resources, 84-86

Parenting and Teaching Young Children, 61-62

The Developing Child, 79-83

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

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**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

---

**OBJECTIVE:** C1 Identify types, purposes, and risks of prenatal tests.  
6.04 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parental Factors Age Health Prenatal Tests Purposes Types Alpha-fetoprotein screening Amniocentesis Chorionic villus sampling Fetoscopy Ultrasound Risks	C3	5. Role play hypothetical situations in "Student Learning Activity #3." Discuss importance of preconceptional health.	<u>Smart Planning . . . Healthier Babies</u> , 27-30.

Child Development and Parenting, 106

Child Development: Roles, Responsibilities, Resources, 84-86

Parenting and Teaching Young Children, 61-62

The Developing Child, 79-80

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C1 Recognize the risks of teen pregnancy.  
6.05 (4 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Teen Parent Characteristics Lack of prenatal care Poor nutrition Underdeveloped bodies	C1A	1. After hearing a health professional, outline development of baby as a factor in high risks births.	<u>Smart Planning . . .</u> <u>Healthier Babies,</u> transparency 13
Risks to Teen Parent Complications in pregnancy Limited education Reduced earning potential	C1A	2. After listening to a pediatrician or neonatal nurse, list health risks to babies of teens.	
Risks to Baby Birth defects Brain damage Low birth weight	C1A	3. View <u>Baby, Baby Go Away</u> (21 min.) about the risks of teen pregnancy to mother and baby. Complete viewing sheet. Gather teen pregnancy statistics for your community and discuss ways to increase awareness of risks of teen pregnancy.	Media Inc. 1-800-523-0118 Viewing sheet
	C2A ✓	4. Listen to panel discussion by teen parents and professionals. Discuss changes to lifestyle caused by teen pregnancy. Invite entire school to attend.	Retired ob/gyn doctor or nurse, school nurse
	C3	5. Research potential costs to family and community of teen pregnancy.	

Child Development and Parenting, 15  
Child Development: Roles, Responsibilities, Resources 46-65  
Parenting and Teaching Young Children 48-52  
The Developing Child 49-50, 86, 449-450

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C2 Interpret hereditary and environmental influences on prenatal development.  
6.00 (13 days)

**OBJECTIVE:** C1 Recognize the risks of teen pregnancy.  
6.05 (4 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Teen Parent Characteristics Lack of prenatal care Poor nutrition Underdeveloped bodies	A ✓	6. Sponsor a teen theater on prevention of adolescent pregnancy. Invite the student body and the parent-teacher organization.	NC Coalition on Adolescent Pregnancy 1-800-624-3228
Risks to Teen Parent Complications in pregnancy Limited education Reduced earning potential	C3  C3	7. In small groups, complete "Teenage Parents." Compare group responses.  8. Participate in "Illustrated Talk Event."	CD: RRR, TRB, 129-130  1994-96 NC FHA/HERO Competitive Events Manual
Risks to Baby Birth defects Brain damage Low birth weight			

Child Development and Parenting, 15  
Child Development: Roles, Responsibilities, Resources 46-65  
Parenting and Teaching Young Children 48-52  
The Developing Child 49-50, 86, 449-450

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C3 Examine the characteristics of a healthy pregnancy.  
7.00 (8 days)

**OBJECTIVE:** C1 List physical changes during pregnancy.  
7.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Changes Signs of pregnancy Normal discomforts Complications Bleeding High blood pressure Swelling	C1	1. Read literature concerning physical and emotional changes during pregnancy. Describe the changes during each trimester of pregnancy.	Magazine articles <u>TDC</u> , TRB, transparencies 8 & 10
	C1A	2. View <u>Pregnancy: Mom and the Unborn Baby</u> (60 min.). Complete a viewing sheet.	HumanCare, Inc. 1-801-973-8556 Viewing sheet
	C1	3. Identify complications of pregnancy and the danger signs.	
	C1	4. Begin pregnancy calendar. Detail each month's physical changes to mother.	Eisenberg, A., Hathaway, S., & Murkoff, H. (1991). <u>What to Expect When You're Expecting</u> (2nd ed.). New York: Workman Publishing.

Child Development and Parenting, 121-122

Child Development: Roles, Responsibilities, Resources, 71-73

Parenting and Teaching Young Children, 74, 80-82

The Developing Child, 90-94

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

**COMPETENCY:** C3 Examine the characteristics of a healthy pregnancy.  
7.00 (8 days)

**OBJECTIVE:** C1 List physical changes during pregnancy.  
7.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Changes Signs of pregnancy Normal discomforts Complications Bleeding High blood pressure Swelling	C2	5. Account for weight gain during pregnancy. Discuss risk to mother and baby for mother being overweight or underweight during pregnancy.	
	C2	6. Note availability of maternity clothes to accommodate physical changes. Find pictures of clothing appropriate for the workplace.	<u>Parents, Working Mother</u> , catalogs, magazines
	C3	7. Try on an empathy belly. Perform daily tasks with the belly in place. Discuss physical feelings from wearing the belly.	Nasco 1-800-558-9595 NC Coalition on Adolescent Pregnancy 1-800-624-3228

Child Development and Parenting, 121-122

Child Development: Roles, Responsibilities, Resources, 71-73

Parenting and Teaching Young Children, 74, 80-82

The Developing Child, 90-94

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

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**COMPETENCY:** C3 Examine the characteristics of a healthy pregnancy.  
7.00 (8 days)

---

**OBJECTIVE:** C2 Interpret hazards to a healthy pregnancy.  
7.02 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Hazards	C1	1. Brainstorm hazards to a healthy pregnancy. List on the board.	
Alcohol			
Drugs			
Environmental			
Occupational	C1A	2. View <u>When Your Unborn Child is on Drugs, Alcohol or Tobacco</u> (15 min.). Note the risk of each hazard to the developing fetus.	Whitley Health Education Film Center 1-800-862-0637
Poor nutrition			
Sexually transmitted diseases			
X-rays			
Rubella	C2	3. Research the effects of hazards to the mother and the developing fetus. Summarize findings in an oral report.	March of Dimes 1-800-367-6630
Smoking			
Stress			
	C2	4. Make a poster on a hazard to a healthy pregnancy. Display at doctor's offices or health department.	Poster paper Markers
	C2	5. Using a smoking doll from the local health department, discuss the effects of smoking on the fetus.	Smokey Sue Smokes for Two Doll Health EDCO PO Box 21207 Waco TX 76702-1207

Child Development and Parenting, 117-121

Child Development: Roles, Responsibilities, Resources, 92-95

Parenting and Teaching Young Children, 98-104

The Developing Child, 81-85



**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

---

**COMPETENCY:** C3 Examine the characteristics of a healthy pregnancy.  
7.00 (8 days)

---

**OBJECTIVE:** C2 Interpret hazards to a healthy pregnancy.  
7.02 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Hazards	C2	6. Divide into four groups. Select a case study from "Help this Unborn Child." Explain which health habit is hazardous and why.	TDC, SWB, 33-34
Alcohol			
Drugs			
Environmental			
Occupational			
Poor nutrition	A	7. Visit a neonatal unit to see the effects of hazards to a healthy pregnancy.	
Sexually transmitted diseases			
X-rays			
Rubella			
Smoking			
Stress			

Child Development and Parenting, 117-121

Child Development: Roles, Responsibilities, Resources, 92-95

Parenting and Teaching Young Children, 98-104

The Developing Child, 81-85

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal  
Development

---

**COMPETENCY:** C3 Examine the characteristics of a healthy pregnancy.  
7.00 (8 days)

---

**OBJECTIVE:** C3 Recommend activities and care for a healthy pregnancy.  
7.03 (3 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Activities	C1A	1. View <u>What To Do When You Are Due</u> (45 min.). Complete viewing sheet noting care for a healthy pregnancy.	Cambridge Educational 1-800-468-4227
Household			
Recreation			
Travel			
Work			
Care	C1	2. Add to pregnancy calendar begun in 7.01, #4. Note care in each month of the calendar.	Pregnancy calendar
Emotional			
Personal			
Physical			
Dental	C1A	3. View <u>Baby Oh Yeah</u> (15 min.). Note care and agencies that can offer assistance during pregnancy.	Pyramid Film and Video 1-800-421-2304
Medical			
	C2	4. Make posters summarizing recommendations for a pregnant woman's activities, personal care, and medical care.	Poster board Markers
	C2	5. Distinguish between "old wives tales" and truths about pregnancy and prenatal care.	
	C2A	6. View <u>Pregnancy, Birth, and the First Four Weeks</u> (50 min.). Complete a viewing sheet.	Touchpoints Series, Home Economics School Service 1-800-421-4246 Viewing sheet

Child Development and Parenting, 113-114, 117

Child Development: Roles, Responsibilities, Resources, 87-88, 92

Parenting and Teaching Young Children, 91-92

The Developing Child, 91-92, 100-103

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal Development

---

**COMPETENCY:** C3 Examine the characteristics of a healthy pregnancy.  
7.00 (8 days)

---

**OBJECTIVE:** C3 Recommend activities and care for a healthy pregnancy.  
7.03 (3 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Activities Household Recreation Travel Work	C3	7. Complete "Interview: Prenatal Care." Compare answers with recommendations for a healthy pregnancy.	<u>CDP</u> , SWB, 30
Care Emotional Personal Physical Dental Medical	C3	8. Write case studies describing pregnant women practicing unhealthy care habits. Exchange and recommend healthy care habits.	<u>CD</u> : <u>RRR</u> , TRB, 47
	C3	9. Participate in <u>Fetus Bingo</u> on pregnancy and prenatal care.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C3 ✓	10. Prepare a community education project on prenatal health care for women. Distribute pamphlets and give prepared speeches. Conduct a community education fair.	Computer

Child Development and Parenting, 113-114, 117

Child Development: Roles, Responsibilities, Resources, 87-88, 92

Parenting and Teaching Young Children, 91-92

The Developing Child, 91-92, 100-103

**COMPETENCY:** C3 Propose a nutritionally adequate diet for a healthy mother and child.  
8.00 (5 days)

**OBJECTIVE:** C1 Identify the nutritional needs of a pregnant woman.  
8.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Nutrients	C1	1. From food display, pick appropriate foods for pregnant women.	Nasco food models
Carbohydrates			
Fats			
Proteins			
Minerals	C1A	2. View <u>Inside My Mom</u> (7 min.) on importance of proper diet during pregnancy. Identify nutritional needs of a pregnant woman.	March of Dimes. 1-800-367-6630
Vitamins			
Water			
Food Guide Pyramid			
	C1	3. Use "Good Nutrition for Good Health" to match nutrients with their benefit to pregnant women.	TDC, TRB, 58
	C2	4. Read literature on nutritional needs during pregnancy. Plan one day's menu for a pregnant woman.	March of Dimes. 1-800-367-6630
	C2A	5. View <u>Eating for Life: The Nutrition Pyramid</u> (22 min.). Discuss recommendations for healthy diet during pregnancy.	The Learning Seed 1-800-634-4941
	C3 ✓	6. Prepare simple, nutritious snacks or shakes. Serve at a local shelter.	"Recommended Pregnancy Diet," CD: RRR, TRB, 215

Child Development and Parenting, 114-117

Child Development: Roles, Responsibilities, Resources, 89-91

Parenting and Teaching Young Children, 86-90

The Developing Child, 95-100

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal  
Development

---

**COMPETENCY:** C3 Propose a nutritionally adequate diet for a healthy mother and child.  
8.00 (5 days)

---

**OBJECTIVE:** C2 Explain the relationship between the mother's diet and the fetus.  
8.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Nutrients	C2	1. Research nutrients and other diet issues related to fetal health. Relate to mother's health.	
Carbohydrates			
Fats			
Proteins			
Minerals	C1A	2. Listen to a guest speaker from Womens, Infants, and Children Program (WIC) discuss program guidelines and foods supplied by the program. Complete a listening sheet. Identify how each food contributes to health of fetus.	Listening sheet
Vitamins			
Water			
Food Guide Pyramid			
	C1	3. Review pamphlet <u>Mama I Want to be Healthy</u> .	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C2	4. Write a one page summary explaining the relationship between the mother's diet and the development of the fetus.	
	C2	5. Develop a list of foods to eat and foods to avoid during pregnancy. Explain why.	

Child Development and Parenting, 114-117

Child Development: Roles, Responsibilities, Resources, 89-91

Parenting and Teaching Young Children, 86-90

The Developing Child, 95-100

**COURSE:** Parenting and Child Development

**UNIT:** Pregnancy and Prenatal  
Development

**COMPETENCY:** C3 Propose a nutritionally adequate diet for a healthy mother and child.  
8.00 (5 days)

**OBJECTIVE:** C3 Plan a nutritionally adequate diet for a healthy pregnancy.  
8.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Nutrients Carbohydrates Fats Proteins Minerals Vitamins Water	C3	1. Using "What is Best for My Body and My Baby," plan a nutritionally adequate diet for a pregnant woman for one day. Exchange and check each other's diet plan.	CD: RRR, TRB, 48
Food Guide Pyramid	C3A	2. Interview a pregnant woman regarding her diet. In class, plan recommendations to improve her diet.	
	C3	3. Use the software, <u>What Did You Eat Yesterday</u> (Apple, IBM) to analyze the diet of a pregnant woman.	Projected Learning Systems 1-800-248-0757
	C3	4. Analyze case studies of diets for pregnant women. Make appropriate recommendations for improving the diet.	Case Studies
	C3	5. Prepare a nutritious meal suitable for a pregnant woman.	

Child Development and Parenting, 114-117

Child Development: Roles, Responsibilities, Resources, 89-91

Parenting and Teaching Young Children, 86-90

The Developing Child, 95-100

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**COMPETENCY: C3** Determine preparations for the arrival of a baby.  
9.00 (7 days)

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**OBJECTIVE: C2** Discuss family and home preparations for the arrival of a baby.  
9.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Equipment and Supplies	C1	1. Participate in scavenger hunt to locate and price equipment for the baby.	
Resource management			
Economy	C1A	2. Listen to a panel of new parents discuss physical and emotional adjustments during and after childbirth. Typical members could include: expectant mother or father, mother of one child, mother of multiples, mother who experienced difficult delivery or C-section. Complete a listening sheet.	Listening sheet
Safety			
Furnishings			
Clothing			
Diapering			
Feeding			
Bathing			
Traveling			
Adjustments			
Lifestyle			
Family leave			
Siblings	C2	3. Research necessary equipment, supplies and related costs associated with preparing for a baby. Include alternatives for purchasing new items where appropriate. Discuss safety considerations of items. Prepare into a booklet.	"Preparing for the Baby's Arrival," PTYC, TRC, 50 Catalogs
Choosing a Pediatrician			

Child Development and Parenting, 128-130, 156-160

Child Development: Roles, Responsibilities, Resources, 98-111

Parenting and Teaching Young Children, 94, 107-115

The Developing Child, 104-117

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**COMPETENCY: C3** Determine preparations for the arrival of a baby.  
9.00 (7 days)

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**OBJECTIVE: C2** Discuss family and home preparations for the arrival of a baby.  
9.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Equipment and Supplies	C2	4. Calculate the costs of disposable diapers versus cloth diapers by completing "Comparison Shopping for Disposable Diapers." Prepare decision-making grid on both types of diapers.	CD: RRR, TRB, 54
Resource management			
Economy			
Safety			
Furnishings			
Clothing			
Diapering	C2A	5. Invite a police officer to discuss laws regarding transporting children safely. Illustrate laws on posters. Display at daycares.	"Stroller Safety Requirements" CD: RRR, TRB, 321 Poster paper Art supplies
Feeding			
Bathing			
Traveling			
Adjustments			
Lifestyle			
Family leave	C2	6. Read articles concerning preparations for family emotional and physical well-being during and immediately after childbirth. Complete summary of article.	Parents American Baby Article summary sheet
Siblings			
Choosing a Pediatrician			
	C2	7. Write a letter to an unborn child detailing preparations its parent has made for the new arrival.	
	C2	8. Write an essay from a father's perspective describing changes created by the birth of a baby.	

Child Development and Parenting, 128-130, 156-160

Child Development: Roles, Responsibilities, Resources, 98-111

Parenting and Teaching Young Children, 94, 107-115

The Developing Child, 104-117



**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

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**COMPETENCY:** C3 Determine preparations for the arrival of a baby.  
9.00 (7 days)

---

**OBJECTIVE:** C2 Discuss family and home preparations for the arrival of a baby.  
9.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Equipment and Supplies Resource management Economy Safety Furnishings Clothing Diapering Feeding Bathing Traveling Adjustments Lifestyle Family leave Siblings Choosing a Pediatrician	C2	9. Complete "Budgeting for Baby." Discuss financial preparations needed prior to the arrival of the baby.	<u>TDC</u> , SWB, 43-44

Child Development and Parenting, 128-130, 156-160

Child Development: Roles, Responsibilities, Resources, 98-111

Parenting and Teaching Young Children, 94, 107-115

The Developing Child, 104-117

**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

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**COMPETENCY:** C3 Determine preparations for the arrival of a baby.  
9.00 (7 days)

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**OBJECTIVE:** C2 Explain the labor process.  
9.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Signs of Labor	C1A	1. Listen to a health professional discuss the labor process using models to illustrate. Complete "Stages of Labor."	<u>TDC</u> , SWB, 50
Stages of Labor			
First Stage			
Contractions			
Dilation			
Transition	C1A	2. View <u>Birth and the First Four Weeks</u> (70 min.). Complete viewing sheet.	HumanCare Inc. 1-801-973-8556
Second Stage			
Episiotomy			
Forceps			
Third Stage	C1A	3. Complete "Birthing Center or Hospital: What is the Difference?" as you tour the labor and delivery area of a birthing center or hospital.	<u>CD</u> : <u>RRR</u> , TRB, 175-176
	C2A	4. Have labor and delivery nurse visit class to explain labor process before visit to hospital. Discuss stages of labor.	"Stages of Labor" <u>TDC</u> , TRB, transparency 16
	C2	5. View <u>Progress in Labor</u> dilation chart. Discuss the stages of labor and process of the delivery of the baby.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
	C2	6. Discuss risk factors associated with adolescent labor and delivery.	

Child Development and Parenting, 135-137

Child Development: Roles, Responsibilities, Resources, 119-124

Parenting and Teaching Young Children, 119-125

The Developing Child, 125-132

**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

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**COMPETENCY:** C3 Determine preparations for the arrival of a baby.  
9.00 (7 days)

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**OBJECTIVE:** C2 Explain the labor process.  
9.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Signs of Labor Stages of Labor First Stage Contractions Dilation Transition Second Stage Episiotomy Forceps Third Stage	C2	7. Complete "Learning Childbirth Terms." Discuss terms in class.	<u>PTYC</u> , TRC, 55

Child Development and Parenting, 135-137

Child Development: Roles, Responsibilities, Resources, 119-124

Parenting and Teaching Young Children, 119-125

The Developing Child, 125-132

**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

**COMPETENCY:** C3 Determine preparations for the arrival of a baby.  
9.00 (7 days)

**OBJECTIVE:** C3 Compare methods of delivery.  
9.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childbirth Choices	C1	1. Play Bingo using terms associated with labor and delivery.	
Attendants			
Obstetrician	C1	2. Complete crossword puzzle on delivery terms.	"Crossword Puzzle," CDP, SWB, 34
Nurse midwife			
Lay midwife			
Setting			
Hospital	C2A	3. View <u>Have a Healthy Baby: Labor and Delivery</u> (25 min.). Discuss advantages and disadvantages of each delivery method shown.	Whitley Health Education Film Center 1-800-862-0637
Birthing center			
Home			
Delivery methods			
Traditional			
Prepared			
Lamaze	C2	4. Prepare appropriate questions for a childbirth educator. Discuss childbirth choices and need for preparation prior to delivery.	Listening sheet
LeBoyer			
	C3	5. Research delivery options in your area. Use "Childbirth" to compare advantages and disadvantages of each.	TDC, TRB, 69-70 Eisenberg, A., Hathaway, S., & Murkoff, H. (1991). <u>What to Expect When You're Expecting</u> (2nd ed.). New York: Workman Publishing.

Child Development and Parenting, 131-134

Child Development: Roles, Responsibilities, Resources, 111-115

Parenting and Teaching Young Children, 92-94, 125-127

The Developing Child, 117-122

**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

---

**COMPETENCY:** C3 Determine preparations for the arrival of a baby.  
9.00 (7 days)

---

**OBJECTIVE:** C3 Compare methods of delivery.  
9.03 (3 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childbirth Choices	C3	6. Discuss <u>The Process of Giving Birth</u> chart. Compare childbirth choices and their effect on the delivery process.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
Attendants Obstetrician Nurse midwife Lay midwife			
Setting	C3	7. Tour a birthing center. Compare a birthing center to a hospital by completing "Where to Have a Baby."	<u>CD: RRR, TRB, 178</u>
Hospital Birthing center Home			
Delivery methods Traditional Prepared Lamaze LeBoyer			

Child Development and Parenting, 131-134

Child Development: Roles, Responsibilities, Resources, 111-115

Parenting and Teaching Young Children, 92-94, 125-127

The Developing Child, 117-122

**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

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**COMPETENCY:** C3 Recommend practices for the care of the newborn.  
10.00 (8 days)

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**OBJECTIVE:** C1 List characteristics of the newborn.  
10.01 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Characteristics of Newborn	C1A	1. View video segment "Looking at Your Newborn." List characteristics of newborns.	<u>Baby Talk</u> Cambridge Educational 1-800-468-4227
Appearance	C1A	2. Invite new parent to bring newborn to class. Note characteristics.	
Reflexes			
Sucking			
Grasping			
Rooting			
Startling			
Apgar Scale	C1	3. Complete activity sheet on characteristics of newborns.	<u>CD?</u> , SWB, 39 <u>TDC</u> , SWB, 49
Umbilical cord	C2	4. Use <u>Healthy Newborns</u> flipchart to discuss characteristics of newborns.	Childbirth Graphics PO Box 21207 Waco TX 76702-9964
Fontanel	C2A	5. Visit nursery of local hospital. Discuss with nurses the characteristics of newborns. Complete "Observing a Newborn Baby."	<u>PTYC</u> , TRC, 56
	A	6. Observe use of a flexible doll to demonstrate newborn reflexes.	Flexible doll
	C2	7. Observe an infant and list reflex behaviors.	<u>CD</u> : RRR, TRB, 337 <u>TDC</u> , TRB, 71-72

Child Development: Roles, Responsibilities, Resources, 126-127  
Parenting and Teaching Young Children, 139-143  
The Developing Child, 134-135, 142-143

**COMPETENCY:** C3 Recommend practices for the care of the newborn.  
10.00 (8 days)

**OBJECTIVE:** C3 Recommend the care of the newborn in relation to needs.  
10.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Needs of a Newborn	C1A	1. Listen to a new parent discuss newborn care for baby and family. List special care of a newborn.	"Caring for a Newborn," PTYC, TRC, 69
Attachment			
Bonding			
Comfort			
Rest	C1	2. Using "Caring for a Newborn," interview new parents regarding newborn needs and care.	CD: RRR, TRB, 180
Stimulation			
Care of a Newborn			
Bathing			
Diapering	C1	3. List signs of illness in a newborn. Identify signs which indicate the need to call a doctor.	
Circumcision			
Umbilical cord			
Feeding			
Handling	C2A	4. View <u>Baby Talk</u> (60 min.). Take notes on newborn care.	Cambridge Educational 1-800-468-4227
	C2	5. Complete new parent survey on care, cost, and adjustments to new baby. Write a summary of your findings.	Survey
	C2	6. Complete "Questions New Parents Ask." Prepare into a parenting guide.	CDP, TRG, 256
	C2	7. Brainstorm ways to comfort a crying baby. Discuss what you have seen, heard, or done to comfort an infant.	"What to Do When a Baby Cries," TDC, TRB, 85

Child Development and Parenting, 141-155

Child Development: Roles, Responsibilities, Resources, 134-135, 143-157

Parenting and Teaching Young Children, 140-143, 159-165, 170-173

The Developing Child, 144-148

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**COMPETENCY:** C3 Recommend practices for the care of the newborn.  
10.00 (8 days)

---

**OBJECTIVE:** C3 Recommend the care of the newborn in relation to needs.  
10.02 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Needs of a Newborn	C3P	8. Rotate through newborn care centers to practice care skills: feeding, holding, diapering, bathing, and dressing.	Baby doll, baby clothes, diapers, bath tub, blanket, rectal thermometer
Attachment			
Bonding			
Comfort			
Rest			
Stimulation	C3	9. Analyze case studies of ill newborns. Recommend care and whether to call doctor.	Case studies
Care of a Newborn			
Bathing			
Diapering			
Circumcision	C3	10. In small groups, complete "Are Baby's Needs Being Met?"	<u>TDC</u> , SWB, 51-52
Umbilical cord		Compare findings.	
Feeding			
Handling			

Child Development and Parenting, 141-155

Child Development: Roles, Responsibilities, Resources, 134-135, 143-157

Parenting and Teaching Young Children, 140-143, 159-165, 170-173

The Developing Child, 144-148



**COURSE:** Parenting and Child Development

**UNIT:** Miracle of Birth

---

**COMPETENCY:** C3 Recommend practices for the care of the newborn.  
10.00 (8 days)

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---

**OBJECTIVE:** C1 Identify special needs of the low birth weight baby.  
10.03 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Low Birth Weight	C1A	1. Tour a neonatal unit of a hospital. Discuss characteristics of low birth weight babies and their special needs.	
Complications			
Blindness			
Brain defects			
Deafness			
Digestion problems	C1	2. Read literature on low birth weight babies and special care available today.	First Steps Campaign
High death rate			1-800-FOR-BABY
Respiratory problems			Current literature
Slower development			
Temperature regulation	C1	3. Identify risk factors for delivering a low birth weight baby.	
	C2A	4. Invite a parent of a low birth weight baby to discuss risks, costs, and adjustments to their newborn. Summarize complications and adjustments to a low birth weight baby.	
	C2	5. Have students make posters on the topic "Low Birth Weight Babies Need . . .".	
	C2	6. Research a medical problem common to low birth weight babies and write a report describing the problem, its consequences and treatment.	

Child Development: Roles, Responsibilities, Resources, 48, 83, 145  
Parenting and Teaching Young Children, 48-49, 130  
The Developing Child, 140-141

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**COMPETENCY:** C3 Recommend practices for the care of the newborn.  
10.00 (8 days)

---

**OBJECTIVE:** C1 Identify special needs of the low birth weight baby.  
10.03 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Low Birth Weight	A	7. View video on impact of having a low birth weight baby.	
Complications			
Blindness			
Brain defects	C3	8. Compare the cost of care for a low birth weight baby vs. a healthy baby. What is the difference in cost? What could be purchased with that amount? (i.e., a stereo, a car, a house)	
Deafness			
Digestion problems			
High death rate			
Respiratory problems			
Slower development			
Temperature regulation			

Child Development: Roles, Responsibilities, Resources, 48, 83, 145  
Parenting and Teaching Young Children, 48-49, 130  
The Developing Child, 140-141

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**COMPETENCY:** C3P Work with others informally to accomplish group goals.  
11.00 (6 days)

---

**OBJECTIVE:** C3P Use information to determine group action.  
11.01 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Use Information Acquire and Evaluate Organize and Maintain Interpret and Communicate Written Oral Graphic Pictorial Multi-media form Process Information with Computers	C3	1. Survey parents and grandparents for information concerning old wives tales about pregnancy and childhood. Create a poem using a finding from the survey. Include in your poem the correct information about your finding.	
	C3P	2. Complete an oral report about a topic related to parenting and child development. Possible topics include birth defects, a modern child development theorist, toy safety, or child care careers.	
	C3P	3. Create a graph of everyone's birth weight or age for walking. Use the computer to assemble the graph. Compare to norms discussed in the texts.	Computer
	C3P	4. Using the "Focus on Children Event" to identify, plan, and implement a community service project which addresses a parenting and child development need.	<u>1994-96 NC FHA- HERO Competitive Events Manual</u>

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**COURSE:** Parenting and Child Development

**UNIT:** Leadership and Citizenship

---

**COMPETENCY:** C3P Work with others informally to accomplish group goals.  
11.00 (6 days)

---

**OBJECTIVE:** C3P Use information to determine group action.  
11.01 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Use Information	C3	5. Use the computer to write a press release to report a chapter project.	Computer
Acquire and Evaluate			
Organize and Maintain			
Interpret and			
Communicate	C3	6. Select a topic for a chapter project. Divide into small groups according to interests. Use all available media services to gather information on topic. Present information to class in written, oral, graphic, pictorial, and multi-media form. Use information to determine group project.	
Written			
Oral			
Graphic			
Pictorial			
Multi-media form			
Process Information			
with Computers			
	C3	7. Develop an advertisement to recruit FHA/HERO members.	
	C3	8. Use all types of communication to interpret and to communicate information documenting a chapter project. For example, write plans to implement a project.	

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**COMPETENCY:** C3P Work with others informally to accomplish group goals.  
11.00 (6 days)

---

**OBJECTIVE:** C3P Use interpersonal communication skills to accomplish group goals.  
11.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Interpersonal Communication Skills	C2	1. Discuss how positive communication can assist children in developing their leadership abilities.	
Team Members			
Leaders			
Leadership styles			
Autocratic	C2	2. Interview a local school leader regarding communication within groups. Discuss ways communication affected accomplishment of goals.	
Democratic			
Laissez-faire			
Followers			
Skills			
Serves Clients/ Customers	C3	3. Observe parents and children in a problem situation. Identify parents' leadership style and communication skills used to solve the problem.	
Collaborates/ Negotiates			
Works with Diverse People			
	C3	4. Brainstorm possible conflicts within a family. Write prescriptions for improved communication either to prevent or resolve conflicts.	
	C3	5. Develop a conflict resolution plan for a family to resolve a conflict. Role play selected strategies.	

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**COMPETENCY:** C3P Work with others informally to accomplish group goals.  
11.00 (6 days)

---



---

**OBJECTIVE:** C3P Use interpersonal communication skills to accomplish group goals.  
11.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Interpersonal Communication Skills Team Members Leaders Leadership styles Autocratic Democratic Laissez-faire Followers Skills	C3	6. Divide into small groups. Select a family goal, for example, a vacation. Role play ineffective interpersonal communication skills in the family situation. Recommend effective communication skills to meet the goal.	
Serves Clients/ Customers Collaborates/ Negotiates Works with Diverse People	C3	7. Teach a child how to negotiate to obtain something they want. For example, a food they want or to have a friend over.	
	C3	8. Divide into 6 small groups: 3 participating and 3 judging. Participating groups role play a babysitting service. As the participants demonstrate interpersonal communication skills, the judges tally the number of times participants serve clients, collaborate/negotiate, and work with diverse people.	

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**COMPETENCY:** C3P Work with others informally to accomplish group goals.  
11.00 (6 days)

---

**OBJECTIVE:** C3P Manage resources to achieve group goals.  
11.03 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Resource Management	C3	1. Prepare a chapter budget for the year. Include plans to finance attending the state leadership conference.	
Allocation of Resources			
Time			
Money			
Material and facility			
Human	C3	2. Determine income to be budgeted for baby's needs. Plan savings for baby's future.	
Management of			
Resources			
Plan			
Control/use	C3	3. Evaluate diaper cost and describe which resources are most valuable.	
Evaluate			
	C3	4. Review guidelines for JOBS to review goals to release resources. Support or disagree with program.	
	C3P	5. Plan a simulated daycare for children. Include learning activities, music, games, snacks, etc. Create a management plan showing the allocation of resources and management of resources. After conducting the daycare, evaluate your plans.	
	C3	6. Analyze the management process by creating a "Management PIE." Illustrate planning, implementing, and evaluating.	

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**COMPETENCY: C3P** Use parliamentary law to accomplish group goals.  
12.00 (4 days)

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**OBJECTIVE: C3** Examine organizational rules.  
12.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Organizational Rules Charters Constitution and/or By-Laws, Rules of Order, and Standing Rules Rituals and Symbols	C2	1. Review a daycare center's requirements to determine expectations of parents.	
	C2	2. Using the FHA/HERO motto and the current year's theme, write a poem, rap, cheer, or song about your chapter.	
	C3	3. Write "Rules of Order" for a family that you can support.	
	C3	4. Draw a symbol for your family now or in the future. Compare this symbol to a symbol of an organization in your community.	
	C3	5. Prepare a fill-in-the-blank fact sheet on FHA/HERO. Pin one correct answer on the back of each person in class. Mingle around the room to guess which answer is on own back.	

•Learn•Live•Lead•, The Official Handbook of NC FHA/HERO  
Robert's Rules of Order



**COURSE:** Parenting and Child Development

**UNIT:** Leadership and Citizenship

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**COMPETENCY:** C3P Use parliamentary law to accomplish group goals.  
12.00 (4 days)

---

**OBJECTIVE:** C3P Demonstrate handling organizational business.  
12.02 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Organizational Business Parliamentary Procedure	C3P	1. Write a case study on decision making in a family with an infant, toddler or preschool child.	
Vocabulary Purpose and principles Agenda Motion Voting	C3P	2. Write a letter to a business supporting or rejecting a product used with children.	
	P	3. Attend a hearing related to children to observe the political process for creating change.	
	C3P	4. Role play the parent-teacher organization meeting at the local elementary school. Participate in "Parliamentary Procedure Event."	<u>1994-96 NC FHA- HERO Competitive Events Manual</u>
	C3P	5. View <u>Fundamental Parliamentary Procedure</u> (45 min.). Practice parliamentary procedure by role playing a FHA/HERO business meeting.	Creative Educational Video 1-800-922-9965

•Learn•Live•Lead•, The Official Handbook of NC FHA/HERO  
Robert's Rules of Order

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**COMPETENCY: C3** Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

---

**OBJECTIVE: C:** Recognize practices that contribute to wellness in children.  
13.01 (3 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Wellness Practices	C1A	1. Listen to a pediatrician discuss the importance of wellness in children. Complete a listening sheet.	Health Department Listening sheet
Dental care			
Immunization schedule			
Love and affection			
Nutrition	C1	2. Divide into ten groups. Using "Children and Wellness," choose a term related to wellness. As a group, scramble the letters in chosen term. Write letters on board. Give clues for class to solve.	CD: RRR, TRB, 149-150
Personal hygiene			
Rest			
Well-child checkups			
	C1A	3. View video on the importance of immunizations in the wellness of children. Identify places parents can take children to receive immunizations.	"Immunization Schedule," CD: RRR, TRB, 371
	C2	4. Discuss the "What and When" poster on immunization against childhood illness. What are the pros and cons of certain immunizations?	Cambridge Educational 1-800-468-4227
	C2 ✓	5. Set up a "Wishing Well" display to collect health items for underprivileged children.	

Child Development: Roles, Responsibilities, Resources, 317-324  
Parenting and Teaching Young Children, 173-175, 349-350, 353  
The Developing Child, 392-394

**COURSE:** Parenting and Child Development

**UNIT:** Health and Safety

---

**COMPETENCY:** C3 Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

---

**OBJECTIVE:** C1 Recognize practices that contribute to wellness in children.  
13.01 (3 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Wellness Practices	C3	✓	
Dental care			
Immunization schedule			
Love and affection	C3	✓	
Nutrition			
Personal hygiene			
Rest			
Well-child checkups			
		6. Write and record a public service announcement promoting wellness in children.	
		7. Use "Chapter Service Project Event" to plan and conduct a community service project promoting wellness in children.	1994-96 NC FHA- HERO Competitive Events Manual

Child Development: Roles, Responsibilities, Resources, 317-324  
Parenting and Teaching Young Children, 349-350, 353  
The Developing Child, 392-394

**COURSE:** Parenting and Child Development

**UNIT:** Health and Safety

---

**COMPETENCY:** C3 Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

---

**OBJECTIVE:** C1 Identify signs and symptoms of childhood illnesses.  
13.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childhood illnesses	C1	1. Research childhood illnesses. Include the signs, symptoms, and proper care. Share report with class.	CD: RRR, TRB, 247
Allergies			
Chicken pox			
Ear infections			
Influenza			
Measles	C1A	2. View <u>Common Childhood Illnesses</u> (45 min.). Note signs, symptoms, and treatment of each illness.	Cambridge Educational 1-800-468-4227
Mumps			
Scarlet fever			
Tuberculosis			
	C1	3. Complete "Childhood Diseases." Discuss in class.	TDC, SWB, 142
	C2	4. Research your own childhood health history. List illnesses and review immunization record.	
	C2	5. Prepare a brochure detailing the signs, symptoms, and proper care for childhood illnesses.	Computer
	C3	6. Select a childhood illness. Prepare a get-well goody bag of activities for a sick child who has illness.	"Inventing an Activity," PTYC, TRC, 138

Child Development: Roles, Responsibilities, Resources, 308-316  
Parenting and Teaching Young Children, 351-355  
The Developing Child, 405-412

**COURSE:** Parenting and Child Development

**UNIT:** Health and Safety

---

**COMPETENCY:** C3 Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

---

**OBJECTIVE:** C1 Identify signs and symptoms of childhood illnesses.  
13.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Childhood illnesses Allergies Chicken pox Ear infections Influenza Measles Mumps Scarlet fever Tuberculosis	C3 ✓	7. Prepare a skit identifying signs and symptoms of childhood illnesses. Present to parent-teacher organizations.	

Child Development: Roles, Responsibilities, Resources, 308-316  
Parenting and Teaching Young Children, 351-355  
The Developing Child, 405-412

**COMPETENCY: C3** Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

**OBJECTIVE: C3** Determine safety precautions for care of children.  
13.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Child Safety	C1	1. Use "Teaching Safety" to compile a list of safety precautions for children.	CD: RRR, TRB, 68
Car			
Crib			
Home			
Neighborhood	C1	2. Complete a crossword puzzle on safety precautions for children.	
Dangers			
Burns			
Choking	C1A	3. View <u>The Ouchless House: Your Baby Safe Home</u> (30 min.). Complete viewing sheet.	Cambridge Educational 1-800-468-4227
Falls			
Poisoning			
	C2	4. Design a safety poster for parents of preschool children.	Art supplies
	C2	5. Use "Rating Safety at Home or at School" to evaluate a preschool or home for safety.	CD: RRR, TRB, 194
	C3 ✓	6. Plan and conduct a safety fair for children and parents at a local mall. Include appropriate parenting posters.	Cambridge Educational 1-800-468-4227
	C3	7. Working in small groups, use magazines to identify safe and unsafe areas in rooms. Explain to the class how to correct unsafe areas.	Magazines

Child Development and Parenting, 155-160, 177-180, 287-288, 308, 389

Child Development: Roles, Responsibilities, Resources, 328-338

Parenting and Teaching Young Children, 362-364

The Developing Child, 244, 386-391

**COURSE:** Parenting and Child Development

**UNIT:** Health and Safety

---

**COMPETENCY:** C3 Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

---

**OBJECTIVE:** C3 Determine safety precautions for care of children.  
13.03 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Child Safety Car Crib Home Neighborhood Dangers Burns Choking Falls Poisoning	C3	8. Divide into small groups to participate in a scavenger hunt for safety hazards to children. After five minutes of searching the group with the most hazards wins. The winning group reads their list explaining why each finding is a hazard. Other groups present any hazards not identified.	
	C3	9. Use "Thinking About Safety" to design a booklet to distribute to Head Start parents.	CD: RRR, TRB, 109-110
	C3	10. Evaluate hazards in the home environment by participating in <u>Infant Safety</u> (Apple, IBM). Complete self-test.	Projected Learning Programs 1-800-248-0757
	C3	✓ 11. Assist in the planning and implementation of the "Safety Town" project for children.	Local Health Department

Child Development and Parenting, 155-160, 177-180, 287-288, 308, 380  
Child Development: Roles, Responsibilities, Resources, 328-338  
Parenting and Teaching Young Children, 362-364  
The Developing Child, 244, 386-391

**COMPETENCY: C3** Determine procedures for ensuring the health and safety of children.  
13.00 (10 days)

**OBJECTIVE: C2** Explain appropriate responses to childhood injuries and emergencies.  
13.04 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Injuries	C1A	1. Listen to a health professional discuss appropriate care for childhood injuries and emergencies. Complete listening sheet.	TDC, TRB, transparencies 42-44
Bites			
Bleeding			
Burns			
Choking			
Convulsions			
Drowning	C1	2. View <u>Handling Childhood Emergencies with Confidence</u> (30 min.). Take notes on how to respond to childhood injuries and emergencies.	Meridian Education Corporation 1-800-727-5507
Fractures			
Head injuries			
Poisoning			
Shock			
Responses			
Artificial respiration	C2	3. Participate in Tic-Tac-Toe by giving appropriate responses to childhood injuries and emergencies.	<u>Basic First Aid for Babysitters</u> (IBM) Projected Learning Programs 1-800-248-0757
Cardiopulmonary resuscitation			
First aid			
Heimlich maneuver			
	A ✓	4. Assemble first aid kits for children's injuries. Donate to a local shelter.	CD: RRR, TRB, 249-250
	C2	5. Draw a case study from "Take Action." Explain the appropriate response.	TDC, SWB, 143-144
	C3	6. Divide into small groups. Choose one childhood injury or emergency. Determine how to appropriately respond to the situation.	"Thinking Fast" CD: RRR, TRB, 67

Child Development: Roles, Responsibilities, Resources, 338-349  
Parenting and Teaching Young Children, 356-361  
The Developing Child, 395-404



**COMPETENCY:** C2 Summarize environments which contribute to an infant's physical development.  
14.00 (5 days)

**OBJECTIVE:** C2 Outline infant physical development.  
14.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Guidelines of Development	C1A	1. View <u>A Child Grows: The First Year</u> (25 min.) on infant growth. Complete the quiz which accompanies the video.	The Learning Seed 1-800-634-4941
Physical development	C1	2. Chart the physical growth of infants by completing "Physical Development."	CD: RRR, TRB, 55
Height	C1	3. Complete "Motor Match-Ups." Discuss in class.	TDC, SWB, 58
Weight	C2	4. Use "Motor Development" to draw a mural for the classroom illustrating the twelve months of motor skill development in infants.	CD: RRR, TRB, 349 Art supplies
Teeth	C2	5. Place magazine pictures of infants in chronological order according to motor skill development.	"Motor Development," TDC, TRB, 77 Magazine pictures
Motor skills	C2	6. Divide into four groups. Choose a case study from "Advice Column." Write responses to your case study. Discuss with class.	TDC, SWB, 59-60
	C2	7. Participate in <u>Infancy and Toddlerhood</u> (Apple, IBM). Complete tutorial program.	Projected Learning Programs 1-800-248-0757

Child Development and Parenting, 165-166, 168-175

Child Development: Roles, Responsibilities, Resources, 168-170, 172-176

Parenting and Teaching Young Children, 154-156, 187, 466-469

The Developing Child, 153-164

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**COMPETENCY: C2** Summarize environments which contribute to an infant's physical development.  
14.00 (5 days)

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**OBJECTIVE: C2** Outline infant physical development.  
14.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Guidelines of Development Physical development Height Weight Teeth Motor skills	C3	8. Develop a rating sheet for charting physical growth of an infant. Observe a guest infant's motor skill development. Discuss observations in class.	"Observation: Physical Development of Infants," <u>CDP</u> , SWB, 45-46 Rating sheet
	C3	9. From a fishbowl, draw a slip of paper with either the name and age of an infant or a description of physical ability of an infant. Circulate around the room until you find your correct match of infant age with infant ability.	"Ages and Stages," <u>CDP</u> , SWB, 44

Child Development and Parenting, 165-166, 168-175

Child Development: Roles, Responsibilities, Resources, 168-170, 172-176

Parenting and Teaching Young Children, 154-156, 187, 466-469

The Developing Child, 153-164

**COMPETENCY: C2** Summarize environments which contribute to an infant's physical development.  
14.00 (5 days)

**OBJECTIVE: C2** Summarize physical care of an infant.  
14.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Care Bathing Diapering Dressing Handling Safety Sleeping Toys	C1	1. Participate in Baby Love Bingo. Randomly number squares 1-25. Draw a heart over number of description showing appropriate physical care and an "X" over number of description showing inappropriate physical care.	Art supplies Bingo cards
	C1	2. Divide into two teams. Compete against the other team to complete "The Secret Square" on the overhead.	TDC, SWB, 61-62
	C1	3. From a display of infant toys, use "Rating Toys" to evaluate each toy. Discuss ratings.	CDP, TRG, 258
	C2 ✓	4. Design a pamphlet, "An Environment of Love" describing tips for physical care of infants in bathing, diapering, dressing, handling, etc. Distribute in neighborhoods.	Computer
	C2	5. Draw a cartoon depicting appropriate physical care of an infant. Share in class.	Art supplies

Child Development and Parenting, 167-168

Child Development: Roles, Responsibilities, Resources, 180-183

Parenting and Teaching Young Children, 143-144, 159-161, 169-173, 189-191

The Developing Child, 165-166, 172-182

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C2 Summarize environments which contribute to an infant's physical development.  
14.00 (5 days)

---

**OBJECTIVE:** C2 Summarize physical care of an infant.  
14.02 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Physical Care	C2	6. Develop home safety checklist for infants.	"Home Safety Checklist," TDC, TRB, 167-168
Bathing			
Diapering			
Dressing			
Handling	C2	7. Prepare a display of childproofing devices. Discuss the advantages and disadvantages of each device.	
Safety			
Sleeping			
Toys			
	C3	8. Using a copy of a basic floor plan, indicate in each room safety precautions which need to be taken as infants become mobile during the first year of life.	"The Ouchless House" poster, Cambridge Educational 1-800-468-4227 Floor plan

Child Development and Parenting, 167-168

Child Development: Roles, Responsibilities, Resources, 180-183

Parenting and Teaching Young Children, 143-144, 159-161, 169-173, 189-191

The Developing Child, 165-166, 172-182

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C2 Summarize ways to enhance an infant's emotional and social development.  
15.00 (5 days)

---

**OBJECTIVE:** C2 Summarize infant emotional and social development.  
15.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional and Social Development	C1A	1. Observe an infant at play. Identify behaviors which indicate infant emotional and social development.	
Affection			
Attachment			
Emotions			
Personality	C2A	2. View <u>First Month Through the First Year</u> (50 min.). Discuss physical and cognitive changes during the first year. How is the child's sense of self related to his/her connection to the caregiver?	Touchpoints Series, Home Economics School Service 1-800-421-4246
Self-Concept			
Separation anxiety			
Socialization			
Stranger anxiety			
Guidance			
	C2	3. Discuss attachment by looking at personal experiences of one parent who is sociable and involved at birth vs. the other parent who is absent.	
	C2	4. Look at why peek-a-boo games are of interest to 9-12 month old child. How does this relate to stranger anxiety and social and emotional attachment to the caregiver?	
	C2	5. Play charados to show the variety of emotions an infant displays. Discuss appropriate responses by caregivers.	

Child Development and Parenting, 185-188

Child Development: Roles, Responsibilities, Resources 184-187

Parenting and Teaching Young Children, 144-148, 187-188, 466-469

The Developing Child, 185-197

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C2 Summarize ways to enhance an infant's emotional and social development.  
15.00 (5 days)

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---

**OBJECTIVE:** C2 Summarize infant emotional and social development.  
15.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional and Social Development	C2	6. Bring in a childhood "lovey" or tell about one you had. Discuss the importance of a child having a "lovey."	
Affection			
Attachment			
Emotions			
Personality	C2	7. Discuss what the world looks like through a growing infant's eyes. Take one event and describe it from the perspective of an infant of six weeks, four and one half months, 12 months, and twenty months. How does the infant's behavior at each age indicate emotional and social development?	<u>Diary of a Baby</u> , Stern, Daniel, Basic Books, 1990
Self-Concept			
Separation anxiety			
Socialization			
Stranger anxiety			
Guidance			
	C3	8. Construct a peek-a-boo book. Use with an infant. Discuss the infant's response to the book.	<u>Shared Beginnings</u> , 35 Reading is Fundamental 1-202-287-3220

Child Development and Parenting, 185-188

Child Development: Roles, Responsibilities, Resources 184-187

Parenting and Teaching Young Children, 144-148, 187-188, 466-469

The Developing Child, 185-197

**COMPETENCY:** C2 Summarize ways to enhance an infant's emotional and social development.  
15.00 (5 days)

**OBJECTIVE:** C2 Relate infant care to emotional and social development.  
15.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Infant Care Comfort Consistency Interaction Love Trust	C1A	1. Have an Infant Day for parents and babies from birth to one year old. While sitting on the floor with infants, listen to parents describe how their babies have developed since birth and how the parents encouraged that development. Complete an observation sheet.	"Infants," CDP, TRG, 233-234
	C2A	2. View <u>Infancy: The Beginning</u> (20 min.). Summarize the relationship between care and emotional and social growth. Complete questions and quiz in study packet.	Creative Educational Video 1-800-922-9965
	C2	3. Examine Bowlby's studies of children reared in institutions without interaction with caregivers. Discuss the extreme consequences of behavioral/social deviations including failure to thrive.	
	C2A	4. Observe a parent and infant during a daily care activity. Note parent-child interaction. Discuss observations.	
	C2	5. Identify methods parents might use to help an infant develop trust.	

The Developing Child, 230-231

**COMPETENCY:** C2 Summarize ways to enhance an infant's emotional and social development.  
15.00 (5 days)

**OBJECTIVE:** C2 Relate infant care to emotional and social development.  
15.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Infant Care	C2	6. Complete the case studies in "What Will Baby Do?" Discuss how infant care relates to emotional and social development.	<u>TDC</u> , SWB, 69-70
Comfort			
Consistency			
Interaction			
Love			
Trust	C2	7. Develop a list of activities if you're babysitting a newborn, a 3-4 week old, 6 month old and a 9 month old. What can you use to distract or soothe an infant?	<u>Reading is Fundamental</u> Shared Beginnings 1-202-287-3220
	C2	✓ 8. Present appropriate infant care workshop at a teen mother home. Discuss importance of care in relation to emotional and social development.	
	C3	9. Choose an area of infant care. Prepare a demonstration on an area of infant care. Explain how caregivers can encourage emotional and social development through infant care.	

The Developing Child, 230-231



**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C2 Summarize ways to enhance an infant's emotional and social development.  
15.00 (5 days)

---

**OBJECTIVE:** C1 Recognize personality types in infants.  
15.03 (1 day)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Personality Types	C1	1. Take simple personality test to determine your personality.	Personality test Guidance Counselor
Aggressive			
Placid			
Sensitive	C1	2. View videotapes of infants and identify, "What's My Type?". Identify behavior of each personality type of infants shown.	Videotapes
Temperament			
	C2	3. Make collages of personality types of infants.	Magazines Art supplies
	C2	4. Design a bulletin board depicting the personality types of infants and ways to manage each type.	Magazines Art supplies
	C3	5. Create a poster of each of the personality types of infants. Include tips on dealing with each personality type.	Magazines Art supplies
	C3	6. Examine a sample daily schedule for an infant. Highlight trouble spots in the schedule for one of the three personality types. Adjust the schedule to better meet the needs of the infant's personality.	Sample Daily Schedule

Child Development: Roles, Responsibilities, Resources, 158-159  
Parenting and Teaching Young Children, 144-145  
The Developing Child, 201-202

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

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**COMPETENCY:** C3 Propose ways to stimulate an infant's intellectual development.  
16.00 (7 days)

---

**OBJECTIVE:** C2 Summarize infant intellectual development.  
16.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Sensorimotor Period Cause and effect Egocentrism Eye-hand coordination Object permanence	C1A	1. View <u>Cognitive Development</u> (25 min.). Note signs of intellectual development in infants.	Human Development: The First 2 1/2 Years Set, Whitley Health Education Film Center 1-800-862-0637
	C2	2. Complete "Understanding Intellectual Development" by matching behaviors demonstrating intellectual development to the appropriate age of the infant.	<u>TDC</u> , SWB, 79
	C2A	3. View <u>Childhood 1: The Infant Child</u> (90 min.). Give an example of terms related to infant intellectual development.	HumanCare, Inc. 1-801-973-8556
	C2A	4. Observe an infant at play and identify terms related to infant intellectual development.	Observation sheet
	C2	5. Write case studies describing terms related to infant intellectual development. Exchange and identify the terms.	Case Studies

Child Development and Parenting, 193-194

Child Development: Roles, Responsibilities, Resources, 176-178

Parenting and Teaching Young Children, 150-152, 259-261, 263, 466-469

The Developing Child, 205-212

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C3 Propose ways to stimulate an infant's intellectual development.  
16.00 (7 days)

---

---

**OBJECTIVE:** C2 Summarize infant intellectual development.  
16.01 (2 days)

---

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Sensorimotor Period Cause and effect Egocentrism Eye-hand coordination Object permanence	C3	6. Summarize terms related to infant intellectual development by completing "Hidden Word Puzzle."	<u>TDC</u> , SWB, 75-76

Child Development and Parenting, 193-194

Child Development: Roles, Responsibilities, Resources, 176-178

Parenting and Teaching Young Children, 150-152, 259-261, 263, 466-469

The Developing Child, 205-212

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C3 Propose ways to stimulate an infant's intellectual development .  
15.00 (7 days)

---

**OBJECTIVE:** C2 Explain language development in infancy.  
16.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Lanuguage Development Crying Cooing Babbling First Words Caregiver Responses Feedback Normal speech	C1A	1. View <u>Language Development</u> (25 min.). Note the stages of language development and ways to stimulate it.	Human Development: The First 2 1/2 Years Set, Whitley Health Education Film Center 1-800-862-0637
	C2	2. Relate baby sounds to language development of an infant.	"Understanding An Infant's Language," PTYC, TRC, 63
	C2A	3. Listen to a speech pathologist discuss language development in infants. Complete a listening sheet by giving examples of techniques to assist in language development.	Listening Sheet
	C2	4. Use "Observing Language Development" to observe how an infant and caregiver communicate with language.	CD: RRR, TRB, 98
	C2	5. Survey children's books. Identify books which would assist language development.	<u>Shared Beginnings</u> Reading is Fundamental 1-202-287-3220

Child Development and Parenting, 195-196

Child Development: Roles, Responsibilities, Resources, 178-179

Parenting and Teaching Young Children, 153, 264-265

The Developing Child, 308-308

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C3 Propose ways to stimulate an infant's intellectual development .  
16.00 (7 days)

---

**OBJECTIVE:** C2 Explain language development in infancy.  
16.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Lanuguage	C2	6. Use "Children Learn by	CD: RRR,49
Development		Listening" to role play ways to	TDC, TRB, 93
Crying		appropriately encourage language	
Cooing		development in infants.	
Babbling	C3		Shared Beginnings
First Words		7. Select a children's book and	Reading is
Caregiver responses		practice reading it to an infant.	Fundamental
Feedback			1-202-287-3220
Normal speech			

Child Development and Parenting, 195-196

Child Development: Roles, Responsibilities, Resources, 178-179

Parenting and Teaching Young Children, 153, 264-265

The Developing Child, 306-308

**COMPETENCY:** C3 Propose ways to stimulate an infant's intellectual development.  
16.00 (7 days)

**OBJECTIVE:** C3 Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development.  
16.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities	C2A	1. View <u>Enter Toddling</u> (21 min.). Discuss sensory stimulation and guidance for infants.	Creative Educational Video 1-800-922-9965
Exploration			
Sensory experiences			
Simple			
Books	C3	2. At an infant daycare, observe the interaction of the infants with the caregivers. Explain ways that the caregivers encourage intellectual growth and development.	"Activities to Stimulate Infants," CD <u>RRR</u> , TRB, 229-230
Toys			
Parents' Responsibilities			
Feedback			
Interaction			
Praise			
Safety	C3	3. Observe an infant's reaction to a new toy. Describe what the infant does with the new toy and how it relates to intellectual development.	
	C3	4. Make a rating sheet to evaluate infant toys. Evaluate infant toys for appropriateness in stimulation of infant development.	"Toy Evaluation," <u>TLC</u> , SWB, 77-78 Infant toys
	C3	5. Create games to play with infants if you had no props.	<u>Games to Play with Babies</u> Gryphon House, Inc. 3706 Otis Street Mt. Rainier MD 20712

Child Development and Parenting, 194-197

Child Development: Roles, Responsibilities, Resources, 179-183

Parenting and Teaching Young Children, 188-200

The Developing Child, 217-218, 220, 222-224, 228-229, 232-233

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

---

**COMPETENCY:** C3 Propose ways to stimulate an infant's intellectual development.  
16.00 (7 days)

---

**OBJECTIVE:** C3 Evaluate learning activities in relation to stimulation of an infant's intellectual growth and development.  
16.03 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Exploration Sensory experiences Simple Books Toys Parents' Responsibilities Feedback Interaction Praise Safety	C3	6. Think of ways common household items could be used to stimulate intellectual development through play.	<u>Games Babies Play from Birth to Twelve Months</u> The Book Peddlers 18326 Minnetonka Blvd. Deephaven MN 55391  <u>Shared Beginnings</u> Reading is Fundamental 1-202-287-3220
	C3	7. Complete "Decisions/Decisions." Recommend ways parents can encourage infant intellectual development.	<u>PTYC, TRC, 67</u>
	C3	8. Observe an infant for at least one hour. Summarize physical, emotional, social, and intellectual development. Discuss findings in class. Determine the impact the caregiver has on the development of the infant.	

Child Development and Parenting, 194-197

Child Development: Roles, Responsibilities, Resources, 179-183

Parenting and Teaching Young Children, 188-200

The Developing Child, 217-218, 220, 222-224, 228-229, 232-233

**COURSE:** Parenting and Child Development

**UNIT:** The Infant

**COMPETENCY:** C3 Recommend ways to provide for an infant's nutritional needs.  
17.00 (4 days)

**OBJECTIVE:** C2 Outline guidelines for feeding infants.  
17.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Feeding Infants	C1A	1. View <u>Infant Feeding: Lily Feeds Her Child</u> (15 min.). Note order of introduction of infant foods and coping with food allergies.	Whitley Health Education Film Center 1-800-862-0637
Milk			
Bottle-feeding			
Breast-feeding			
Burping			
Solid foods	C2A	2. Listen to a health care professional discuss the rationale regarding the sequencing of introducing infant foods. Prepare an information sheet on introducing foods to infants.	
Introduction			
Sequence			
Quality			
Easily digested			
Nutritious			
Weaning			
Malnutrition	C2	3. Given pictures of infant foods, place foods in correct order of introduction.	Infant food pictures
Overfeeding			
Underfeeding			
	C2A	4. Sample infant foods in order of introduction (juice, teething biscuits). Explain reasons for order of introduction.	Infant food samples
	C2	5. Using a doll, demonstrate ways to burp an infant.	Doll
	C3	6. Compare commercial baby food with homemade baby food. Compare quality, taste, and cost.	

Child Development and Parenting, 148-151, 166-167  
Child Development: Roles, Responsibilities, Resources, 170-172  
Parenting and Teaching Young Children, 162-169  
The Developing Child, 166-171



**COMPETENCY: C3** Recommend ways to provide for an infant's nutritional needs.  
17.00 (4 days)

**OBJECTIVE: C2** Outline guidelines for feeding infants.  
17.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Feeding Infants	C2	7. Read articles on the prevalence, forms, and life-long impact of malnutrition. Include overfeeding as well as underfeeding. Summarize main points of articles.	
Milk			
Bottle-feeding			
Breast-feeding			
Burping			
Solid foods			
Introduction			
Sequence	C3P	8. Prepare homemade baby foods (applesauce, green peas, green beans, etc.) without additives. Using a chart, compare cost, flavor, and time used for preparing the homemade foods.	"Homemade Baby Food," <u>TDC</u> , SWB, 81 Food sieve or blender Foods
Quality			
Easily digested			
Nutritious			
Weaning			
Malnutrition			
Overfeeding			
Underfeeding	C3	9. Divide into four groups. Research the advantages and disadvantages of bottlefeeding and breastfeeding. Debate the issue of infant feeding.	

Child Development and Parenting, 148-151, 166-167

Child Development: Roles, Responsibilities, Resources, 170-172

Parenting and Teaching Young Children, 162-169

The Developing Child, 166-171

**COMPETENCY:** C3 Recommend ways to provide for an infant's nutritional needs.  
17.00 (4 days)

**OBJECTIVE:** C3 Recommend appropriate food choices for infants.  
17.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Infant Food Choices	C3	1. From a display, select foods appropriate for the first year.	<u>Feed Me I'm Yours</u> , The Book Peddlers 18326 Minnetonka Blvd., Deephaven MN 55391
Nutrients			
Carbohydrates			
Fats			
Proteins			
Minerals	C3	2. Write letters to "Dear Dr. Info" concerning infant feeding problems. Exchange and recommend appropriate solutions.	
Vitamins			
Water			
Food Guide Pyramid			
Beverages			
Finger foods	C3	3. Given case studies concerning feeding the infant, recommend appropriate solutions.	"Decisions/ Decisions," <u>PTYC</u> , TRC, 73
	C3	4. Using restaurant menus, select appropriate food choices for infants.	
	C3	5. Review guidelines from the Womens, Infants and Children Program (WIC). Plan a day's diet for an infant using WIC foods.	
	C3	6. Make a chart of infant food allergies. Research food substitutes.	
	C3	7. Complete "Nutrition During the First Year." Exchange and evaluate infant menus.	<u>CD: RRR, TRB, 181</u>

Child Development and Parenting, 148-151, 166-167

Child Development: Roles, Responsibilities, Resources, 170-172

Parenting and Teaching Young Children, 162-169

The Developing Child, 166-171

**COMPETENCY:** C2 Summarize environments which contribute to a toddler's physical development.  
18.00 (7 days)

**OBJECTIVE:** C2 Outline toddler physical development.  
18.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth Height Weight Proportion Rate Development Manipulation Motor skills Posture Teeth	C1A	1. View <u>Physical Growth and Development</u> (20 min.). Note the ways physical development is enhanced by the appropriate environment and techniques.	Human Development: The First 2 1/2 Years Set Whitley Health Education Film Center 1-800-862-0637
	C1	2. Use "Decisions/Decisions" to calculate the average age for walking in your class.	PTYC, TRC, 91
	C1	3. Complete "Dictionary of Development." Discuss terms related to toddler physical development.	TDC, SWB, 85
	C2	4. Devise a checklist for motor skill development in toddlers. Observe children to assess development.	"Development of Gross and Fine Motor Skills," CD: RRR, TRB, 231
	C2	5. Make a chart illustrating infants and toddlers. Discuss differences in physical development of children's bodies.	"Growth Chart," TDC, TRB, 109

Child Development and Parenting, 203-208

Child Development: Roles, Responsibilities, Resources, 192-197, 200-202

Parenting and Teaching Young Children, 224-238, 470-473

The Developing Child, 237-246

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C2 Summarize environments which contribute to a toddler's physical development.  
18.00 (7 days)

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**OBJECTIVE:** C2 Outline toddler physical development.  
18.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth Height Weight Proportion Rate	C2	6. Give examples of activities that encourage manipulation and motor skill development. Participate in one of these motor skill activities.	"Milestones of Development," CD: RRR, TRB, 234-235
Development Manipulation Motor skills Posture Teeth	C2	7. Make a display of toys which use motor skills. Arrange in chronological order for appropriateness for age of toddler.	

Child Development and Parenting, 203-208

Child Development: Roles, Responsibilities, Resources, 192-197, 200-207.

Parenting and Teaching Young Children, 224-238, 470-473

The Developing Child, 237-246

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C2 Summarize environments which contribute to a toddler's physical development.  
18.00 (7 days)

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**OBJECTIVE:** C2 Summarize guidelines for toilet training.  
18.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toilet Training Readiness Regular schedule Rewarding Accidents	C1	1. Read literature for understanding when and how toddlers should begin toilet training. List signs of readiness for toilet training.	<u>Once Upon a Potty</u> (30 min.) Creative Educational Video 1-800-922-9965
	C1A	2. View <u>It's Potty Time</u> (25 min.). Complete viewing sheet.	Cambridge Educational 1-800-468-4227 Viewing sheet
	C2	3. Interview parents for ways in which they handled toilet training mishaps. Discuss appropriateness for handling responses in class.	
	C2	4. Write a note to your child's babysitter detailing instructions for toilet training.	
	C2A	5. Visit the public library to identify children's books which would encourage or help toddlers understand toilet training.	

Child Development and Parenting, 215-217

Child Development: Roles, Responsibilities, Resources, 202-205

Parenting and Teaching Young Children, 245-246

The Developing Child, 258-260

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C2 Summarize environments which contribute to a toddler's physical development.  
18.00 (6 days)

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**OBJECTIVE:** C2 Summarize guidelines for toilet training.  
18.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toilet Training	C3	6. Debate whether being toilet trained should be a requirement for admission to preschool programs.	
Readiness			
Regular schedule			
Rewarding			
Accidents	C3	7. Divide into groups. List parenting techniques which can be used to encourage toilet training. Exchange ideas and evaluate the pros and cons of techniques. Present techniques to class.	

Child Development and Parenting, 215-217

Child Development: Roles, Responsibilities, Resources, 202-205

Parenting and Teaching Young Children, 245-246

The Developing Child, 258-260

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

**COMPETENCY:** C2 Summarize environments which contribute to a toddler's physical development.  
18.00 (7 days)

**OBJECTIVE:** C1 Recognize environments and techniques that support toddler independence.  
18.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toddler Independence	C1A	1. View <u>Toddlers: The Second Year of Life</u> (26 min.). Complete quiz accompanying video.	The Learning Seed 1-800-634-4941
Bathing			
Bedtime			
Caring for teeth			
Dressing	C1	2. Identify play activities which would encourage independence and physical development by completing "Child's Play."	CD: RRR, TRB, 58
Parents' Responsibilities			
Choices			
Safety	C1	3. From a display of toddler clothing, identify features which would encourage self-dressing. Complete "Clothes Closing." Discuss answers.	TDC, SWB, 89-90 Toddler clothing
	C1	4. Visit a daycare center to observe toddler independence. Interview teachers to identify characteristics of a healthy environment for toddlers.	Observation sheet
	C2	5. Solve case studies in "Handling Sleep Problems." Exchange and discuss.	TDC, SWB, 86
	C2	6. Develop home safety checklist for toddlers.	

Child Development and Parenting, 214-215

Child Development: Roles, Responsibilities, Resources, 198-199, 209-210, 213

Parenting and Teaching Young Children, 243-244, 339-344, 470-473

The Developing Child, 244, 252-257

**COMPETENCY:** C2 Summarize environments which contribute to a toddler's physical development.  
18.00 (7 days)

**OBJECTIVE:** C1 Recognize environments and techniques that support toddler independence.  
18.03 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toddler Independence Bathing Bedtime Caring for teeth Dressing	C2	7. Using floor plan from infant safety, show changes which need to be made from infant to toddler to make home safe. List on plan items which remain the same.	"Child Safety," CD: RRR, TRB, 57 Floor plan
Parents' Responsibilities Choices Safety	C2	8. Make a placemat with ideas to encourage growth and development of a toddler. Distribute to a restaurant during National Baby Month.	Art Supplies
	C3	9. Discuss physical capabilities of toddler. Organize a room of a home so that the toddler can physically meet some of his/her needs to encourage independence.	
	C3	10. Set up a playhouse that would entertain a toddler while providing learning activities.	

Child Development and Parenting, 214-215

Child Development: Roles, Responsibilities, Resources, 198-199, 209-210, 213

Parenting and Teaching Young Children, 243-244, 339-344, 470-473

The Developing Child, 244, 252-257



**COMPETENCY: C3** Determine ways to enhance a toddler's emotional and social development.  
19.00 (6 days)

**OBJECTIVE: C2** Summarize toddler emotional and social development.  
19.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional Development Negativism Temper tantrums Social Development Parallel play Cooperative play	C1	1. View <u>First Year Through Toddlerhood</u> (50 min.). List examples of toddler emotional and social development.	Touchpoints Series, Home Economics School Service 1-800-421-4246
	C1	2. Complete "Puzzled About Emotional and Social Development?"	TDC, SWB, 94-95
	C2	3. Draw a card describing an example of toddler emotional and social development. Explain your example of emotional and social development to the class.	Development cards
	C2	4. Write a letter from a toddler to parents describing what it's like to be a toddler.	
	C2	5. Videotape examples of toddler emotional and social development. Discuss examples in class. Complete "Take Your Choice."	TDC, SWB, 96
	C3	6. Using "Emotional and Social Development," solve case studies describing toddler development.	CD: RRR, TRB, 144

Child Development and Parenting, 185-192

Child Development: Roles, Responsibilities, Resources, 224-226, 235-236

Parenting and Teaching Young Children, 204-218, 286-293, 470-472

The Developing Child, 264-269, 277-279

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Determine ways to enhance a toddler's emotional and social development.  
19.00 (6 days)

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**OBJECTIVE:** C2 Summarize toddler emotional and social development.  
19.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotional Development Negativism Temper tantrums Social Development Parallel play Cooperative play	C3	7. Using <u>Games to Play with Toddlers</u> , plan a toddler's activities that allow parallel play and cooperative play.	Gryphon House 3706 Otis Street Mt. Rainier MD 20712

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Child Development and Parenting, 185-192

Child Development: Roles, Responsibilities, Resources, 224 226, 235-236

Parenting and Teaching Young Children, 204-218, 286-293, 470-472

The Developing Child, 264-269, 277-279a

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Determine ways to enhance a toddler's emotional and social development.  
19.00 (6 days)

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**OBJECTIVE:** C2 Relate a toddler's expression of emotions to his/her stage of development.  
19.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Emotions	C2	1. Complete "Children and Emotions." Discuss why toddlers express each emotion.	CD: RRR, TRB, 143
Anger			
Fear			
Jealousy			
Love	C2	2. Role play emotions of young children. Discuss appropriate methods of handling those emotions.	
Stress			
Temper tantrums			
	C2	3. Complete "Providing Positive Guidance." Discuss appropriate guidance techniques for managing a toddler's expression of emotion.	PTYC, TRC, 81
	C2	4. Read <u>Where the Wild Things Are</u> . How does this story help toddlers deal with fears?	
	C2	5. Write a paragraph to complete "I would prepare my toddler for a younger sibling by . . ."	
	C3	6. Draw an emotion out of a box. Act out appropriate parent response.	

Child Development and Parenting, 253-262

Child Development: Roles, Responsibilities, Resources, 211-213, 233-235, 237-240

Parenting and Teaching Young Children, 294-296, 311-316, 470-472

The Developing Child, 270-276, 283-288, 312-313

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Determine ways to enhance a toddler's emotional and social development.  
19.00 (6 days)

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**OBJECTIVE:** C3 Recommend practices which contribute to development of a positive  
19.03 self-concept.  
(2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parent Responsibilities	C2A	1. View video <u>Terrific Twos</u> (21 min.). Note how positive self-concept development is enhanced with appropriate caregiver interaction	Creative Educational Video 1-800-922-9965
Correct behavior			
Encourage decisions			
Identify feelings			
Minimize competition			
Praise			
Provide responsibility	C3	2. Contrast positive and negative self-concepts. Apply appropriate means to improve negative self-concept.	"Promoting Positive Behavior," <u>TDC</u> , TRB, 219
	C3	3. Discuss the relationship between appropriate caregiver responses and toddler self-concept. Complete "Being Positive About Child Care."	<u>TDC</u> , SWB, 97-98
	C3	4. Write an analogy comparing self-concept development to something more familiar--the growth of a plant, painting a picture, waxing a car, baking a cake, etc.	
	C3	5. Use "How to Communicate with a Child" to brainstorm practices which encourage development of a positive self-concept.	<u>CD: RRR</u> , TRB, 363

Child Development and Parenting, 249-250, 272-278, 324-326

Child Development: Roles, Responsibilities, Resources, 241-243, 288-289

Parenting and Teaching Young Children, 290, 300-303, 470-472

The Developing Child, 281-288

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

---

**COMPETENCY:** C3 Determine ways to enhance a toddler's emotional and social development.  
19.00 (6 days)

---

**OBJECTIVE:** C3 Recommend practices which contribute to the development of a positive self-concept.  
19.03 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parent Responsibilities Correct behavior Encourage decisions Identify feelings Minimize competition Praise Provide responsibility	C3	6. Recommend solutions to case studies describing toddler behaviors. Discuss solutions in class.	"What Would You Do?," <u>TDC</u> , SWB, 99-100
	C3 ✓	7. Develop a pamphlet on the self-concept of the toddler. Include ways to enhance the development of a healthy self-concept. Distribute to daycares.	Computer Art supplies
	C3	8. Practice communication techniques which develop a positive self-concept in toddlers by completing "Caregivers' Responses."	<u>CD: RRR</u> , TRB, 59

Child Development and Parenting, 249-250, 272-278, 324-326

Child Development: Roles, Responsibilities, Resources, 241-243, 288-289

Parenting and Teaching Young Children, 290, 300-303, 470-472

The Developing Child, 281-288

**COMPETENCY: C3** Propose ways to stimulate a toddler's intellectual development.  
20.00 (7 days)

**OBJECTIVE:** C2 Summarize toddler intellectual development.  
20.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Methods of Learning Directed Imitation Incidental Trial-and-error	C2	1. Define attention, memory, perception, reasoning, imagination and curiosity. Complete a chart giving an example for each term defined.	Chart
Elements of Intellectual Activity Attention Memory Perception Imagination Curiosity Reasoning Creativity	C2	2. Complete "Know Your Terms." Select magazine photos identifying a toddler exhibiting each element of toddler intellectual activity.	<u>IDC</u> , SWB, 104 Magazines
	C2	3. View a tray holding 15-20 common items for 30-60 seconds. When tray is removed, list items remembered from viewing (memory). Most listed is winner. What was color of tray? (attention) How are items related? (imagination) Which item would you need on a desert island and why? (reasoning) Discuss each using an example of toddler intellectual activity.	Items Tray
	C2	4. Summarize concepts which are attainable for toddlers.	<u>The Developing Child</u> , 295.

Child Development and Parenting, 185-194

Child Development: Roles, Responsibilities, Resources, 217-220

Parenting and Teaching Young Children, 261-262, 269-272, 470-473

The Developing Child, 292-300

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Propose ways to stimulate a toddler's intellectual development.  
20.00 (7 days)

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**OBJECTIVE:** C2 Summarize toddler intellectual development.  
20.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Methods of Learning Directed Imitation Incidental Trial-and-error	C2	5. Give example of a toy or activity which aids in each of the elements of intellectual development.	
Elements of Intellectual Activity Attention Memory Perception Imagination Curiosity Reasoning Creativity	C3	6. Brainstorm common toddler dilemmas. Devise ways to teach toddlers how to solve their problems.	

Child Development and Parenting, 185-194

Child Development: Roles, Responsibilities, Resources, 217-220

Parenting and Teaching Young Children, 261-262, 269-272, 470-473

The Developing Child, 292-300

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Propose ways to stimulate a toddler's intellectual development.  
20.00 (7 days)

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**OBJECTIVE:** C2 Explain language development in the toddler.  
20.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Language Development Articulation Grammar Speech difficulties Vocabulary	C1	1. Complete "Speech Development" explaining the process of speech development in toddlers.	<u>TDC</u> , SWB, 103
	C2	2. Observe toddlers for examples of language development. Bring to class and discuss.	
	C2	3. Give examples of common family activities that would lend themselves to encouraging toddler language development. Complete "Development Through Family Activities."	<u>PTYC</u> , TRC, 106
	C2	4. Bring children's cassette tapes for toddlers to class. Discuss how the songs aid in toddler language development. Decide how toddlers could use language and movement.	<u>Holiday Piggyback Songbook</u> Nasco 1-800-558-9595
	C3	5. Visit the public library. Select an appropriate book for a toddler. Evaluate book for kinds of learning present in story (vocabulary, subject, new experiences). Read to a toddler.	

Child Development: Roles, Responsibilities, Resources, 220-223  
Parenting and Teaching Young Children, 265-269, 470-473  
The Developing Child, 306-308



**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Propose ways to stimulate a toddler's intellectual development.  
20.00 (7 days)

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**OBJECTIVE:** C3 Evaluate learning activities in relation to a toddler's intellectual growth and  
20.03 development.  
(3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Learning Activities Art Music Play Reading Science Toys	C2A	1. View <u>Importance of Play</u> (10 min.). Relate the importance of play to toddler intellectual development.	Nasco 1-800-558-9595
	C2	2. Give examples of toys which assist toddlers in imitation (grocery cart, lawnmower, vacuum cleaner, etc.).	
	C2	3. Divide into two teams. Use the overhead to compete against the other team to complete the "Secret Square Quiz." Answering statements related to toddler intellectual growth and development. Discuss responses.	<u>TDC</u> , SWB, 107-108
	C2	4. From a display of objects, complete "Using Everyday Objects as Toys." Discuss how toddlers can learn from these objects.	<u>TDC</u> , SWR, 105-106
	C2	5. Use "Listening to Stories" to observe a group of toddlers at storytime. Discuss observation sheet. How can books encourage toddler intellectual growth and development?	<u>CD: RRR</u> , TRB, 186

Child Development and Parenting, 194-197, 285-291

Child Development: Roles, Responsibilities, Resources, 224-233

Parenting and Teaching Young Children, 276-282, 470-473

The Developing Child, 301-305

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Propose ways to stimulate a toddler's intellectual development.  
20.00 (7 days)

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**OBJECTIVE:** C3 Evaluate learning activities in relation to a toddler's intellectual growth and development.  
20.03 (3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Learning Activities	C3	6. Use "Decisions/Decisions" to assess toys for toddlers.	PTYC, TRC, 79
Art			
Music			
Play	C3	7. Develop guidelines for parents in assisting toddler intellectual growth and development through play.	CD: RRR, TRB, 238
Reading			
Science			
Toys			
	C3	8. Design a toy which stimulates toddler intellectual growth and development. Share toy with class. Evaluate for safety using checklist.	"Safe Activities for Toddlers," CD: RRR, TRB, 357
	C3	9. Use <u>Toddler Theme-A-Saurus</u> or <u>Piggyback Songs for Infants and Toddlers</u> to plan art or music activities to enhance toddler intellectual development.	Nasco 1-800-558-9595
	C3	10. Observe a toddler for at least one hour. Summarize physical, emotional, social, and intellectual development. Discuss findings in class. Determine the impact the caregiver has on the development of the toddler.	"Observing a Toddler," CD: RRR, TRB, 99-100

Child Development and Parenting, 194-197, 285-291

Child Development: Roles, Responsibilities, Resources, 224-233

Parenting and Teaching Young Children, 276-282, 470-473

The Developing Child, 301-305

**COMPETENCY: C3** Recommend ways to provide for a toddler's nutritional needs.  
21.00 (3 days)

**OBJECTIVE: C2** Outline guidelines for feeding toddlers.  
21.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Feeding Toddlers	C2A	1. Listen to a nutritionist discuss toddler nutritional needs. Summarize.	"Food Group Servings for Toddlers," CD: RRR, TRB, 359
Food Guide Pyramid			
Food preferences			
Bite size			
Meal appeal			
Color	C2	2. View <u>Feeding Her Toddler: Lily Gets the Most for Her Money</u> (15 min.). Discuss nutritious meals for toddlers.	Whitley Health Education Film Center 1-800-862-0637
Flavor			
Shape			
Temperature			
Texture			
Portion Size	C2	3. After discussing meal appeal, cut food pictures from magazines to illustrate an appealing and nutritious toddler meal.	Magazines
	C2	4. Prepare a chart of foods which encourage self-feeding. Identify foods which may be unsafe for toddlers.	"Children and Food," TDC, TRB, 110
	C3 ✓	5. Prepare pamphlet for daycare center parents on toddler feeding guidelines.	Compuer Art supplies
	C3	6. Write case study for Danny the Difficult Toddler to cope with eating problems of a toddler. Exchange and offer suggestions to insure good nutrition.	Case studies

Child Development and Parenting, 166, 208

Child Development: Roles, Responsibilities, Resources, 206-210

Parenting and Teaching Young Children, 326-329

The Developing Child, 247-251, 310

**COURSE:** Parenting and Child Development

**UNIT:** The Toddler

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**COMPETENCY:** C3 Recommend ways to provide for a toddler's nutritional needs.  
21.00 (3 days)

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**OBJECTIVE:** C3 Recommend appropriate food choices for toddlers.  
21.02 (1 day)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Toddler Food Choices	C3	1. Plan one day's diet for a toddler.	
Finger foods			
Food Guide Pyramid			
Simple family foods	C3	2. Use "Planning Meals for Children" to evaluate inadequate meals for a toddler. Divide into four groups. Choose one meal to evaluate. Make and discuss recommendations to improve the meal.	TDC, SWB, 87-88
Substitutions			
	C3	3. Experiment with presentation techniques for healthy snacks and the introduction of new foods.	
	C3	4. Using restaurant menus, select appropriate food choices for toddlers.	Restaurant Menus
	C3 ✓	5. Use "Snack Time" to recommend snack recipes for toddlers. Assemble into a booklet to distribute to daycares.	CD: RRR, TRB, 141
	C3P	6. Prepare nutritious snacks for toddlers.	Dirt Cups Squiggles

Child Development and Parenting, 166, 208

Child Development: Roles, Responsibilities, Resources, 206-210

Parenting and Teaching Young Children, 326-329

The Developing Child, 247-251, 310

**COMPETENCY:** C2 Summarize environments which contribute to a preschooler's physical development.  
22.00 (5 days)

**OBJECTIVE:** C2 Outline preschooler physical development.  
22.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth	C1	1. Complete "Word Jumble." Discuss in class.	<u>TDC</u> , SWB, 112
Height			
Weight			
Proportion	C2A	2. View <u>Parenting Preschoolers</u> (55 min.). Discuss the challenges and rewards of parenting preschoolers.	Cambridge Educational 1-800-468-4227
Development			
Brain size			
Physical skills			
Gross-motor	C2	3. Examine growth charts for preschoolers. Determine the average amount of physical growth for the preschooler.	"Charting Growth Rates," <u>PTYC</u> , TRC, 88
Balance			
Coordination			
Fine-motor			
Dexterity			
Handedness			
Teeth	C2	4. Read references on physical growth for preschoolers. Given case studies, determine if physical growth is appropriate for age and sex.	Case studies
	C2	5. View preschool screening of children in the community. Write a paragraph about the differences in physical growth.	
	C2	6. Look at a dental chart for preschoolers. Explain the pattern for acquiring adult teeth.	Dental Chart Transparency

Child Development and Parenting, 203-208, 214-219

Child Development: Roles, Responsibilities, Resources, 249-252

Parenting and Teaching Young Children, 224-238, 472-475

The Developing Child, 320-327

**COMPETENCY:** C2 Summarize environments which contribute to a preschooler's physical development.  
22.00 (5 days)

**OBJECTIVE:** C2 Outline preschooler physical development.  
22.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Growth	C2	7. Develop activities that encourage dexterity. Participate in one of the activities. Discuss how the activity encourages dexterity.	
Height			
Weight			
Proportion			
Development			
Brain size	C2	8. Design a growth chart for a preschool child. Measure three preschoolers. Record height, weight and child's name. In class, draw conclusions about height and weight of preschoolers.	Poster paper, Yardsticks, Old coloring books, Art supplies
Physical skills			
Gross-motor			
Balance			
Coordination			
Fine-motor			
Dexterity			
Handedness	C3	9. Give examples to support that the world is designed for right-handed people. How would you encourage a left-handed child?	
Teeth			
	C3	✓ 10. Using "Focus on Children Event," plan a puppet show on dental health. Present to a preschool class.	<u>1*2*3 Puppets Book</u> Nasco 1-800-558-9595 <u>1994-96 NC</u> <u>FHA/HERO</u> <u>Competitive Events</u> <u>Manual</u>

Child Development and Parenting, 203-208, 214-219

Child Development: Roles, Responsibilities, Resources, 249-252

Parenting and Teaching Young Children, 224-238, 472-475

The Developing Child, 320-327

**COMPETENCY:** C2 Summarize environments which contribute to a preschooler's physical development.  
22.00 (5 days)

**OBJECTIVE:** C1 Recognize environments and techniques that encourage personal responsibility in preschoolers.  
22.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Responsibilities	C1A	1. View <u>Now I'm Five</u> (20 min.). Complete study packet.	Creative Educational Video 1-800-922-9965
Dressing			
Feeding			
Housekeeping	C1	2. Use "Decisions/Decisions" to identify ways a preschooler can take responsibility in the home.	PTYC, TRC, 121
Environments and Techniques			
Child-size areas			
Organization	C1	3. Complete a word search on a safe and healthy environment for preschoolers.	Word Search
Patience			
Praise			
Repetition			
Routine	C2	4. Develop a home safety checklist for preschoolers.	
	C2	5. Using the alphabet, as a class, list 26 ways to encourage personal responsibility in preschoolers. Select and illustrate a letter from the list. Post letters in a kindergarten classroom.	
	C2	6. Using a catalog, identify children's clothing which encourages self-dressing. Complete "Children's Clothing - It All Adds Up!"	TDC, SWB, 117-118

Child Development and Parenting, 207-208, 214-215  
Parenting and Teaching Young Children, 246-254, 472-475  
The Developing Child, 332-336

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C2 Summarize environments which contribute to a preschooler's physical  
22.00 development.  
(5 days)

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**OBJECTIVE:** C1 Recognize environments and techniques that encourage personal responsibility  
22.02 in preschoolers.  
(3 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Responsibilities Dressing Feeding Housekeeping Environments and Techniques	C3	7. Brainstorm ideas for making the home a safer place where children can learn and develop. Design a poster on a safe and healthy environment for preschoolers.	"Helping Children Develop At Home," PTYC, TRC, 93 Poster paper Art supplies
Child-size areas Organization Patience Praise Repetition Routine	C3	8. Make a placemat that teaches how to set a table. Laminate for a preschooler.	Art supplies
	C3	9. Bring in a sample of children's clothing with different fasteners. Compare and evaluate ease in dressing, practicality of fabric care, durability and comfort. Compile findings into a chart.	

Child Development and Parenting, 207-208, 214-215  
Parenting and Teaching Young Children, 246-254, 472-475  
The Developing Child, 332-336



**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

---

**COMPETENCY:** C2 Summarize ways to enhance a preschooler's emotional and social development.  
23.00 (6 days)

---

**OBJECTIVE:** C2 Relate the value of play to preschooler emotional and social development.  
23.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Benefits of Play Social skills Problem solving Types of Play Cooperative Dramatic Toy Selection	C1	1. Use "Getting to Know a Child" to interview a preschooler to learn about emotional and social development.	PTYC, TRC, 189
	C2	2. Spend 15 minutes playing with various preschooler's toys. Discuss the purpose of play. Identify various skills encouraged by different toys, games, and activities.	Toys, games
	C2	3. Play social games such as "Mother May I," "Simon Says," "1-2-3 Redlight" and "Duck Duck Goose" in class. Discuss the value of these social games.	
	C2	4. React to the statement, "Play is the work of children."	
	C2	5. Explain the conflict preschoolers have as they establish friends outside the family.	
	C3	6. Debate the advantages and disadvantages of competition.	<u>The Developing Child</u> , 348

Child Development and Parenting, 285-295

Child Development: Roles, Responsibilities, Resources, 273-283

Parenting and Teaching Young Children, 308-310, 472-475

The Developing Child, 340-343, 350-354

**COURSE:** Parenting and Child Development

**UNIT: The Preschooler**

**COMPETENCY: C2 Summarize ways to enhance a preschooler's emotional and social development.**  
**23.00 (6 days)**

**OBJECTIVE:** C2 Relate the value of play to preschooler emotional and social development.  
23.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Benefits of Play Social skills Problem solving Types of Play Cooperative Dramatic Toy Selection	C3	7. Observe a preschool play group. Identify the ways preschoolers play together. Critique the value of play in emotional and social growth.	
	C3P	✓ 8. Invite a group of preschoolers to the classroom to participate in planned activities to show development of social interaction and emotional growth.	1'2*3 Rhymes, <u>Songs and Stories</u> , Nasco 1-800-558-9595

**Child Development and Parenting, 285-295**

**Child Development: Roles, Responsibilities, Resources, 273-283**

**Parenting and Teaching Young Children, 308-310, 472-475**

**The Developing Child, 340-343, 350-354**

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C2 Summarize ways to enhance a preschooler's emotional and social development.  
23.00 (6 days)

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**OBJECTIVE:** C2 Explain how conscience, personal priorities, and gender roles are formed  
23.02 by preschoolers.  
(2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Conscience Follow rules Rewards Punishment Learn by example	C1A	1. Listen to a child psychologist discuss conscience, personal priorities and gender roles in preschoolers. Complete "Telephone Terms."	<u>TDC</u> , SWB, 123-124
Gender Roles Identification Stereotypes	C2	2. Discuss case studies in "Teaching by Example."	<u>TDC</u> , SWB, 125-126
	C2	3. Draw cartoons portraying preschoolers using their conscience.	Art supplies
	C2	4. Select a fairy tale, fable or nursery rhyme. Identify the teaching of personal priorities. How are personal priorities taught today?	
	C2	5. Read baby cards and label as male or female. Discuss descriptions of males and females as stereotyped in the cards.	Baby cards
	C2	6. Give examples of male and female stereotypes. Use ads to see how fathers and mothers are portrayed.	"Stereotyped Gender Roles," <u>CD: RRR</u> , TRB, 60

Child Development and Parenting, 252, 357-358

Child Development: Roles, Responsibilities, Resources, 280-281, 290, 292-295

Parenting and Teaching Young Children, 305-306, 472-475

The Developing Child, 202, 355-356

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C2 Summarize ways to enhance a preschooler's emotional and social development.  
23.00 (6 days)

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**OBJECTIVE:** C2 Explain how conscience, personal priorities, and gender roles are formed  
23.02 by preschoolers.  
(2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Conscience Follow rules Rewards Punishment Learn by example Gender Roles Identification Stereotypes	C2	7. Select children's books which show males and females in non-traditional roles. Discuss the value of the books.	

Child Development and Parenting, 252, 357-358

Child Development: Roles, Responsibilities, Resources, 280-281, 290, 292-295

Parenting and Teaching Young Children, 305-306, 472-475

The Developing Child, 202, 355-356

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

**COMPETENCY:** C3 Summarize ways to enhance a preschooler's emotional and social development.  
23.00 (6 days)

**OBJECTIVE:** C2 Summarize ways parents communicate love and affection to preschoolers.  
23.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Communicating	C1A	1. View <u>Threes on the Threshold</u> (21 min.). Complete activity sheet in study packet.	Creative Educational Video 1-800-922-9965
Affection	C2	2. Read stories and describe ways parents interact and show affection with children. Use "Helping Children Learn Self-Esteem."	CD: RRR, TRB, 190
Attention	C2	3. Tape a half sheet of paper to your back. Write one positive comment on each person's sheet. After all comments have been written, read your sheet. Listen to <u>Warm Fuzzies and Other Things</u> . Discuss how positive comments communicate love and affection to preschoolers.	
Body language	C3	4. Role play parental responses to situations in listening, answering questions and giving praise.	"Tips on Promoting Self-Esteem," TDC, TRB, 245
Guidance	C3	5. Create a bulletin board depicting ways parents can communicate love and affection to preschoolers.	Art supplies
Listening			
Praise			
Reasonable limits			
Time			

Child Development and Parenting, 9, 35-36, 245-247, 278, 362  
Child Development: Roles, Responsibilities, Resources, 284-289  
Parenting and Teaching Young Children, 300-301, 472-475  
The Developing Child, 354

**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

**OBJECTIVE:** C2 Summarize preschooler intellectual development.  
24.01 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Intellectual Processes	C1A	1. After listening to a kindergarten teacher, note ways parents can help prepare students for school.	
Attention			
Curiosity			
Memory			
Reasoning	C1	2. Complete "Acquiring Intellectual Concepts" on preschooler intellectual development.	CD: RRR, TRB, 145-146
Preschooler Characteristics			
Egocentric viewpoint			
Limited focus			
Preschooler Development	C2	3. Construct a bulletin board on road signs of preschooler intellectual development. Use Piaget's "signs" of preoperational thinking.	Art supplies
Concepts			
Space			
Time			
Dramatic play			
Sorting	C2	4. How does Piaget's idea of cognitive development reinforce the idea that play is an action way of learning at this stage?	
Symbol use			
	C2	5. Discuss intellectual development after completing "Deciphering Development."	TDC, SWB, 133-134

Child Development and Parenting, 223-231

Child Development: Roles, Responsibilities, Resources, 255-260

Parenting and Teaching Young Children, 261-262, 269-271, 472-475

The Developing Children, 360, 362-368

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

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**OBJECTIVE:** C2 Summarize preschooler intellectual development.  
24.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Intellectual Processes	C2	6. Summarize literature on signs of dyslexia.	
Attention			
Curiosity			
Memory	C3	7. Debate the relevance of intelligence testing for kindergarten.	
Reasoning			
Preschooler Characteristics			
Egocentric viewpoint	C3	8. Compare intellectual development in preschoolers by completing "Understanding Intellectual Development."	<u>TDC</u> , SWB, 135-136
Limited focus			
Preschooler Development			
Concepts			
Space	C3	9. Conduct experiments in conservation. For example, fill two matching glasses with equal amounts of water then pour one glass into a different size/shape container. Discuss what a preoperational child would say about the change. Perform similar conservation experiments with rows of pennies or crumpled paper.	Glasses Pennies Paper Water
Time			
Dramatic play			
Sorting			
Symbol use			

Child Development and Parenting, 223-231

Child Development: Roles, Responsibilities, Resources, 255-260

Parenting and Teaching Young Children, 261-262, 269-271, 472-475

The Developing Children, 360, 362-368

**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

**OBJECTIVE:** C2 Explain language development in preschoolers.  
24.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Language Development	C1	1. Gain an understanding of language development by completing "Language and Children."	CD: RRR, TRB, 187
Articulation			
Grammar			
Humor			
Pronunciation	C1A	2. Visit the local public library. Listen to the librarian discuss selecting appropriate books for preschoolers. Complete "Language and Children."	CD: RRR, TRB, 188
Vocabulary			
Parents' Responsibilities			
Descriptive language			
School readiness	C1	3. Make flash cards to promote vocabulary development in preschoolers.	
	C2 ✓	4. Develop guidelines on the importance of reading in intellectual development. Prepare into a flyer to distribute at local daycare centers.	"Getting Ready to Read," CD: RRR, TRB, 244
	C2	5. Identify causes of speech difficulties. Write prescriptions for assisting with speech difficulties.	
	C3	6. Write a children's story. Using gardner's glove, make a finger puppet to illustrate story.	TDC, TRB, 151 Gloves Art supplies Felt scraps

Child Development: Roles, Responsibilities, Resources, 261-262  
Parenting and Teaching Young Children, 264-269, 472-475  
The Developing Child, 341, 372-374



**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

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**OBJECTIVE:** C2 Explain language development in preschoolers.  
24.02 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Language Development Articulation Grammar Humor Pronunciation Vocabulary Parents' Responsibilities	C3 ✓	7. Select a children's book. Construct a paper bag puppet representing a character from the book. Practice using the puppet and reading the story with a partner. Invite a preschool group to the class. Divide into small groups and read the stories.	Children's books, Paper lunch bags, Art supplies
Descriptive language School readiness	C3 ✓	8. Select a children's book and/or story. Present book or story to class using a specific storytelling technique (flannel board, draw n'tell, cut'n'tell or puppets). Invite a group of children in to present story.	"Books for Preschool Children," CD: RRR, TRB, 246

Child Development: Roles, Responsibilities, Resources, 261-262  
Parenting and Teaching Young Children, 264-269, 472-475  
The Developing Child, 341, 372-374

**COMPETENCY: C3** Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

**OBJECTIVE: C3** Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development.  
24.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading Parents' Responsibilities	C1A	1. Listen to an elementary music teacher discuss appropriate music/movement activities for preschoolers. Learn how to teach music activities to preschoolers.	
Ask questions Give simple explanations Share experiences	C2	2. Sing classic and popular children's songs ("Old Mac Donald," "Wheels on the Bus," etc.). Discuss the importance of participation in the growth of a preschooler.	
	C2P ✓	3. Participate in the Smart Start program.	Smart Start
	C3	4. Visit a local Head Start program. Evaluate activities to stimulate the growth and development of the preschooler.	
	C3	5. Choose a children's book. Plan activities around theme (book about fish - sing a fish song, fish movement and rhythm exercise, water play, sponge paint fish). Evaluate in relation to stimulation of preschooler intellectual growth and development.	"Books for Children," CD: RRR, TRB, 105-106

Child Development and Parenting, 232-234

Child Development: Roles, Responsibilities, Resources, 278-280

Parenting and Teaching Young Children, 276-282, 472-475

The Developing Child, 362-368

**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

**OBJECTIVE:** C3 Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development.  
24.03 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading Parents' Responsibilities Ask questions Give simple explanations Share experiences	C3	6. Develop a lesson plan to teach/celebrate a holiday. Use with a group of 3-4 year olds. Include age-appropriate activities, behavior guidelines, and number of children. Evaluate activities for appropriateness for preschoolers.	
	C3	7. Work in pairs or small groups to design and construct learning centers for preschoolers (restaurant, doctor's office, post office, school, photo studio, etc.). Supervise preschoolers in centers. Evaluate effectiveness of centers.	<u>Fun to be Four</u> , (20 min.) Creative Educational Video 1-800-922-9965
	C3	8. Determine how a science activity like growing seeds would address all areas of preschooler growth and development.	
	C3	9. Participate in <u>The Parent Pit</u> (Apple). Solve as many parenting pitfalls as possible.	Nasco 1-800-558-9595

Child Development and Parenting, 232-234

Child Development: Roles, Responsibilities, Resources, 278-280

Parenting and Teaching Young Children, 276-282, 472-475

The Developing Child, 362-368

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**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

---

**OBJECTIVE:** C3 Evaluate learning activities in relation to the stimulation of a preschooler's intellectual growth and development.  
24.03 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities	C3	10. Draw for a specific children's art activity (string art, straw blown painting, sand art, wet chalk or crayon relief). Complete activity. Describe process in completing finished activity with class. Evaluate activity.	Art activity cards Art supplies Directions
Art			
Household tasks			
Music			
Reading			
Parents' Responsibilities			
Ask questions	C3P	11. Arrange chairs in a circle. Distribute children's musical instruments. Play children's tapes and participate in rhythm band. Select songs in relation to preschooler intellectual growth and development.	Rhythm instruments Children's music tapes Tape player
Give simple explanations			
Share experiences			
	P	12. Listen to children's music tapes. Do creative movement activities and dance to music.	Children's music tapes Tape player

Child Development and Parenting, 232-234

Child Development: Roles, Responsibilities, Resources, 278-280

Parenting and Teaching Young Children, 276-282, 472-475

The Developing Child, 362-368

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C3 Propose ways to stimulate a preschooler's intellectual development.  
24.00 (6 days)

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**OBJECTIVE:** C3 Evaluate learning activities in relation to the stimulation of preschooler growth and development.  
24.03 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Stimulating Activities Art Household tasks Music Reading Parents' Responsibilities Ask questions Give simple explanations Share experiences	C3       C3	13. Plan a preschool day which stimulates intellectual growth and development. Invite preschoolers to attend class. Plan welcoming activities music activities, storytelling, art, and snack activities. Plan schedule and room arrangement for the class period. Direct preschoolers through the activities.  14. Observe a preschooler for at least one hour. Summarize physical, emotional, social, and intellectual development. Discuss findings in class. Determine the impact the caregiver has on the development of the preschooler.	CD: RRR, TRB, 71-72, 255, 365 TDC, TRB, 160-161

Child Development and Parenting, 232-234

Child Development: Roles, Responsibilities, Resources, 278-280

Parenting and Teaching Young Children, 276-282, 472-475

The Developing Child, 362-368

**COMPETENCY:** C3 Recommend ways to provide for a preschooler's nutritional needs.  
25.00 (3 days)

**OBJECTIVE:** C2 Outline guidelines for feeding preschoolers.  
25.01 (1 day)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Characteristics Appetite Dexterity Obesity Parents' Response New foods Portion size Snacks	C2	1. Prepare a display on guidelines for feeding preschoolers that encourage good eating habits. Include dishes and utensils designed to assist children in self-feeding. Exhibit during National Nutrition Month.	<u>The Snacking Mouse</u> , (5 min.) Dairy and Food Nutrition Council 1-800-768-6455
	C2	2. Using magazine pictures of foods appropriate for preschoolers, make a person entitled, "I Am What I Eat!"	Magazines
	C2A	3. Listen to the cafeteria manager discuss balancing nutrition with appeal. Summarize major suggestions given.	
	C2	4. Give examples of ways children can assist in meal preparation so the meal will be more enjoyable.	
	C2	5. Summarize guidelines for feeding infants, toddlers and preschoolers.	

Child Development and Parenting, 208-214

Child Development: Roles, Responsibilities, Resources, 252-253

Parenting and Teaching Young Children, 329-334

The Developing Child, 328-332

**COURSE:** Parenting and Child Development

**UNIT:** The Preschooler

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**COMPETENCY:** C3 Recommend ways to provide for a preschooler's nutritional needs.  
25.00 (3 days)

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**OBJECTIVE:** C2 Outline guidelines for feeding preschoolers.  
25.01 (1 day)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Preschooler Characteristics Appetite Dexterity Obesity Parents' Response	C2	6. Divide a paper plate into sections for each group of the Food Guide Pyramid. Glue a magazine picture of a preschooler appropriate food in each section.	Paper plates Magazines
New foods Portion size Snacks	C2	7. Summarize the influence of television on children's eating by completing "TV Ads and Children's Eating Habits."	<u>TDC</u> , SWB, 115-116
	C3	8. View television or print ads for breakfast cereals. Complete "Reading Nutrition Labels" to assess whether the cereals follow nutritional guidelines for preschoolers.	<u>TDC</u> , SWB, 113-114
	C3	9. Use "Feeding a Prekindergartner" to plan menus for packed lunches for preschoolers.	<u>PTYC</u> , TRC, 125

Child Development and Parenting, 208-214

Child Development: Roles, Responsibilities, Resources, 252-253

Parenting and Teaching Young Children, 329-334

The Developing Child, 328-332

**COMPETENCY:** C3 Recommend ways to provide for a preschooler's nutritional needs.  
25.00 (3 days)

**OBJECTIVE:** C3 Recommend appropriate food choices for preschoolers.  
25.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Food Guide Pyramid	C3	1. Using food models, assemble healthy snacks and meals.	Nasco 1-800-558-9595
Meals			
Snacks	C3 ✓	2. Prepare a recipe booklet containing kid-tested healthy snacks and meals. Distribute in daycare centers and kindergartens.	"Brown Bag Do's and Don'ts," TDC, TRB, 140 Recipes
Substitutions			
	C3P	3. Prepare and serve snacks to preschoolers.	<u>Super Snacks</u> Nasco 1-800-558-9595
	C3P ✓	4. Allow preschoolers to assist in preparing healthy snacks at a mall booth as a service project.	
	C3	5. Interview a preschooler for a day's diet. Determine if diet is balanced.	
	C3	6. Using restaurant menus, select nutritious preschooler meal from menu. Assess nutritional quality of children's menu items.	Restaurant menus
	C3	7. Using a display of nutritious foods, design a snack that would be appropriate for a preschooler to prepare and eat. Prepare snack and share with class.	Nutritious foods Cooking utensils

Child Development and Parenting, 208-214

Child Development: Roles, Responsibilities, Resources, 252-253

Parenting and Teaching Young Children, 329-334

The Developing Child, 328-332



**COURSE:** Parenting and Child Development

**UNIT:** Child Care and Educational Experiences

**COMPETENCY:** C1 Identify the characteristics of desirable provider care in individual and group settings. (4 days)  
26.00

**OBJECTIVE:** C1 Describe the types of care available for infants, toddlers, and preschoolers. (2 days)  
26.01

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Care Babysitter Custodial child care Developmental center Head Start Nanny Parent cooperative Preschool	C1 ✓	1. Describe types of care available in your community. Investigate the cost, worker ratio, and description of each center. Compile findings into a pamphlet. Distribute in doctors' offices and clinics.	CD: RRR, TRB, 273 TDC, TRB, 179 Phone book Faculty survey
	C1A	2. View <u>Early Child Care and Education</u> (30 min.). Complete listening sheet to distinguish between different types of child care available.	The Developing Child Series, Magna Systems 1-800-523-5503 Listening sheet
	C1	3. Complete "Child Care Vocabulary." Use terms in a game of Concentration.	TDC, SW3, 152
	C1	4. Invite directors of local day care facilities to discuss with students both positive and negative aspects of the type of center they manage. List major points made.	
	C1	5. Tour child care facilities. Identify activity programs and features of each facility. Complete "Observing a Day Care Center."	CD: RRR, TRB, 117-118

Child Development and Parenting, 18, 375, 382

Child Development: Roles, Responsibilities, Resources, 399-403

Parenting and Teaching Young Children, 408-412

The Developing Child, 437-443

**COURSE:** Parenting and Child Development

**UNIT:** Child Care and Educational Experiences

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**COMPETENCY:** C1 Identify the characteristics of desirable provider care in individual and group settings.  
26.00 (4 days)

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**OBJECTIVE:** C1 Describe the types of care available for infants, toddlers, and preschoolers.  
26.01 (2 days)

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CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Types of Care	C3	6. Compare costs for different types of care.	
Babysitter			
Custodial child care			
Developmental center	C3	7. Rank types of child care according to choice for placement if you had a child. Justify your choice. Participate in <u>Early Childhood Education</u> (IBM, Apple).	Projected Learning Systems 1-800-248-0757
Head Start			
Nanny			
Parent cooperative			
Preschool			

Child Development and Parenting, 18, 375, 382

Child Development: Roles, Responsibilities, Resources, 399-403

Parenting and Teaching Young Children, 40<sup>a</sup>-412

The Developing Child, 437-443

**COURSE:** Parenting and Child Development

**UNIT:** Child Care and Educational Experiences

**COMPETENCY:** C1 Identify the characteristics of desirable provider care in individual and group settings.  
26.00 (4 days)

**OBJECTIVE:** C1 Recognize guidelines for choosing provider care for infants, toddlers, and preschoolers.  
26.02 (2 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Caregiver Qualities	C1	1. Develop a list for choosing provider care for infants, toddlers, and preschoolers. Compile into a brochure for inclusion in new parents' packets for the hospital.	National Association for the Education of Young Children 1-800-424-2460 Computer
Calmness			
Child development knowledge			
Communication skills			
Dependability			
Motivation	C1 ✓	2. Prepare charts on guidelines for choosing provider care. Post in doctors' offices and the health department.	
Center Qualities			
Health certificates			
Positive guidance			
Respect for individuals	C1	3. Write a paragraph stating the importance of carefully selecting caregivers.	
Safety			
Staff ratio and training			
State license			
	C1A	4. Listen to parents discuss selection of provider care. List major points.	
	C1	5. Interview daycare director using questions most asked by prospective parents. Determine features of their center.	
	C2	6. Assuming you are a parent, write a letter to your babysitter including all your expectations of appropriate care for your child.	

Child Development: Roles, Responsibilities, Resources, 421-423  
Parenting and Teaching Young Children, 412-425  
The Developing Child, 444

**COURSE:** Parenting and Child Development

**UNIT:** Child Care and Educational Experiences

**COMPETENCY:** C2 Explain ways to encourage the growth and development of children with special needs.  
27.00 (6 days)

**OBJECTIVE:** C1 Recognize the characteristics of children with special needs.  
27.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Special Needs Children	C1A	1. Listen to a special education teacher discuss characteristics of special needs children and laws concerning their education. Complete listening sheet.	Listening sheet
Handicapped			
Physical			
Cerebral palsy			
Cystic fibrosis			
Muscular dystrophy			
Mental	C1A	2. View <u>Special People, Special Needs</u> (42 min.). Complete a viewing sheet.	Creative Educational Video 1-800-922-9965 Viewing sheet
Dyslexia			
Retardation			
Emotional			
Autism			
Depression	C1	3. Listen to a panel of parents with special needs children identify the challenges of parenting a special needs child. Complete "Vocabulary Puzzle."	PTYC, TRC, 163
Gifted			
	C1	4. Describe parental supports for different handicapping conditions at various ages.	
	C1	5. Identify signs of giftedness in children.	

Child Development and Parenting, 36, 280, 394, 396, 409, 413  
Child Development: Roles, Responsibilities, Resources, 459-467  
Parenting and Teaching Young Children, 394-398, 402  
The Developing Child, 368-371, 454-460

**COMPETENCY: C2** Explain ways to encourage the growth and development of children with special needs.  
27.00 (6 days)

**OB ECTIVE: C1** Recognize the characteristics of children with special needs.  
27.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Special Needs Children	C2	6. Invite guest speakers with disabilities to teach others awareness of special needs. Complete "Learning Disability Simulation." Discuss how you felt after the simulation.	TDC, SWB, 132 Association for Retarded Citizens
Handicapped			
Physical			
Cerebral palsy			
Cystic fibrosis			
Muscular dystrophy			
Mental			
Dyslexia	C3	7. Describe congenital, health and environmental conditions leading to handicapping conditions in children and possible prevention and treatment programs. Analyze cost and effectiveness of prevention.	
Retardation			
Emotional			
Autism			
Depression			
Gifted			
	C3	8. Recommend enrichment activities for gifted children	
	C3P	9. Observe a classroom composed of children with special needs. Suggest or plan activities or projects for these children.	Hearing impaired classroom Physically impaired classroom

Child Development and Parenting, 36, 280, 394, 396, 409, 413  
Child Development: Roles, Responsibilities, Resources, 459-467  
Parenting and Teaching Young Children, 394-398, 402  
The Developing Child, 368-371, 454-460

**COMPETENCY: C2** Explain ways to encourage the growth and development of children with special needs.  
27.00 (6 days)

**OBJECTIVE: C2** Summarize environments and techniques that stimulate development in special needs children.  
27.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Environments and Techniques	C2	1. Compile a list of community agencies that provide assistance to special needs children into a community directory.	"Special Programs for Special Children," <u>PTYC</u> , TRC, 156
Physical handicaps			
Exercise			
Independence			
Self-care	C2A	2. Invite parents of special needs children to class. Discuss changes they have made for their child and resources they have utilized.	
Mental handicaps			
Demonstrations			
Expectations			
Manners			
Repetition	C2A	3. Invite a genetics counselor to talk to students about services and assistance available to special needs children and their families. Complete "Decisions/Decisions" to discuss environment which stimulate special needs children.	<u>PTYC</u> , TRC, 159
Emotional handicaps			
Acceptance			
Self-image			
Therapy			
Gifted children			
Acceptance			
Challenge			
Peers	C2	4. Contact Division of Maternal and Child Health to summarize services and resources available.	Division of Maternal and Child Health Developmental Evaluation Centers
Recognition			
	C2	5. Write a letter as if you are the parent of an older special needs child to a family who has just had a baby who has special needs. Describe the environment you created for your child.	

Child Development: Roles, Responsibilities, Resources, 459-467  
Parenting and Teaching Young Children, 399-402  
The Developing Child, 368-371, 454-460

**COURSE:** Parenting and Child Development

**UNIT:** Child Care and Educational Experiences

**COMPETENCY:** C2 Summarize occupations and careers in parenting and child development.  
28.00 (6 days)

**OBJECTIVE:** C1 Identify parenting and child development careers.  
28.01 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Parenting and Child Development Careers	C1	1. Identify career opportunities and requirements for parenting and child development careers.	<u>Occupational Outlook Handbook</u>
Ac pair			
Audiologist			
Dance teacher	C1A	2. View video <u>Working with Families and Children: Career Opportunities</u> (24 min.). Note the variety of parenting and child development careers.	Creative Educational Video 1-800-922-9965
Entrepreneur			
Party planner			
Pediatrician			
Physical therapist			
Professor			
Speech pathologist	C2	3. Make posters identifying parenting and child development careers.	Poster paper Art supplies
Teacher			
Toy designer			
	A	4. Visit programs that offer advance training in parenting and child development careers.	"Career Search," <u>TDC</u> , SWB, 171-172
	C3	5. Relate parenting and child development skills to other occupations. What skills are common to each?	"Careers with Children," <u>CD: RRR</u> , TRB, 403

Child Development: Roles, Responsibilities, Resources, 402-407  
Parenting and Teaching Young Children, 444-448  
The Developing Child, 480-488

**COURSE:** Parenting and Child Development

**UNIT:** Child Care and Educational Experiences

**COMPETENCY:** C2 Summarize occupations and careers in parenting and child development.  
28.00 (6 days)

**OBJECTIVE:** C2 Summarize the personal qualities needed for success in parenting and child development jobs and careers.  
28.02 (3 days)

CONTENT OUTLINE	BEHAVIOR	ACTIVITIES	RESOURCES
Personal Qualities	C1	1. Match a list of personal qualities to related parenting and child development careers.	Career cards Quality cards
Calmness			
Creativity			
Dependability			
Maturity	C2	2. Choose a parenting and child development career you are interested in pursuing. Write a paper detailing the career.	<u>Occupational Outlook Handbook</u>
Organization			
Patience			
Scientific knowledge			
Sense of humor	C2	3. Complete a career ladder on a parenting and child development career.	<u>Occupational Outlook Handbook</u>
	A	4. Listen to professionals in parenting and child development careers discuss personal qualities for success in their field.	
	C3A	5. View <u>Career Self-Assessment: Where Do You Fit?</u> (27 min.). Complete self-assessment while viewing video.	The Learning Seed 1-800-634-4941
	C3	6. Using a computer program, assess personal qualities needed for success in parenting and child development careers.	

Parenting and Teaching Young Children, 434  
The Developing Child, 483